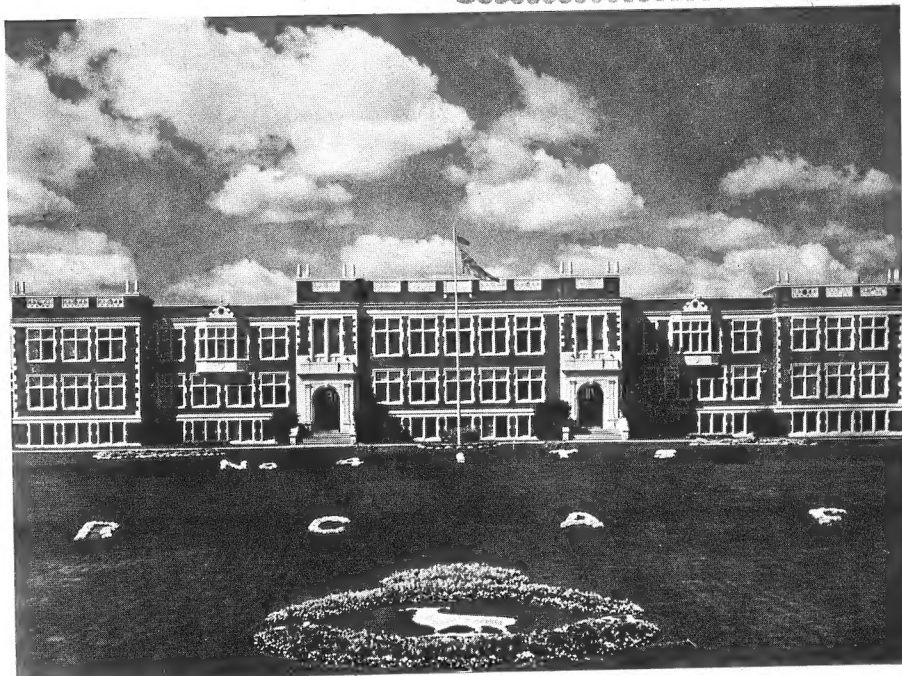


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UNIVERSITY OF ALBERTA, OCTOBER, 1945

VOLUME III

NUMBER 4

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Edmonton Weather
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and 4:30 p.m.
FOURTEENTH YEAR

Edmonton Journal

EDMONTON, ALBERTA, MONDAY, SEPTEMBER 10, 1940

"One of Canada's
Great Newspapers"
SUNDAY, SEP. 9, 1939

Canadian Troops Home by Christmas

Meat Rationing Scheme Reimposed in Canada

Meat rationing was reimposed in Canada today, as a result of a 12 percent increase in the price of meat.

The temporary lifting of quotas on the slaughtering of cattle, which will be ending the rationing program, will be replaced by a new system of rationing.

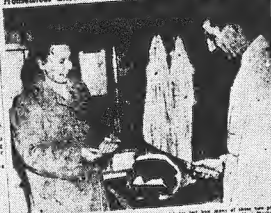
The government has decided to reimpose the rationing scheme, which was suspended in June, because of the increase in the price of meat.

The new system of rationing will be based on the principle of "one pound of meat per person per week."

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The new system of rationing will be based on the principle of "one pound of meat per person per week."

Honourable Check Brown Coupons as Meat Rationing Starts



Meat rationing scheme is being reimposed in Canada today.

All But Forces of Occupation Virtually Certain Return By Then

Orders Abandon
In Headquarters

ATTEMPTING to determine the exact date of the return of the forces of occupation, the government has decided to abandon the plan to return the forces of occupation by the end of the year.

The government has decided to abandon the plan to return the forces of occupation by the end of the year.

Police Interrupt Bungalow Raffle

Police interrupted a bungalow raffle today, because of the late hour.

Two Coast Hangings Delayed to Nov. 28

The two coast hangings have been delayed to November 28, because of the late hour.

Convict Quieting of Treason; Court Condemns Him to Die

A convict who had been charged with treason, was today condemned to die by the court.

Soldier Returns As Father Dies

A soldier who had been away from home for a long time, returned today, because his father had died.

Expect Bargaining In Big 5 Session

Expect bargaining in the Big 5 session, which will be held today.

Many Albertans Among Returnees

Many Albertans are among the returnees, who have returned from the front.

Broken Code Results in Death For Commander of Japanese Navy

A broken code has resulted in the death of the commander of the Japanese navy.

Bracken Rescues Laborites Refused Entry to Commons

Bracken has rescued laborites who were refused entry to the Commons.

Woman East Victim Of New York Trick

A woman from the East has been victim of a New York trick.

Retaining of Japs Disappoints Korea

The retaining of Japanese has disappointed Korea.

Airman Accused As Wife's Slayer

An airman has been accused of slaying his wife.

Montgomery to Get 'Brandy' Treatment

Montgomery is to get a "brandy" treatment.

No Hope for Boost in Sugar Rations

There is no hope for a boost in sugar rations.

Bracken Ready to Support Any 'Constructive Measures'

Bracken is ready to support any constructive measures.

The Times Says—

The Times says—

Where To Find It

Where to find it—

The Weather

The weather—

Celebrity Reports

Celebrity reports—

What's Happening

What's happening—

What's Going On

What's going on—

What's New

What's new—

What's Hot

What's hot—

What's Cool

What's cool—

What's Funny

What's funny—

What's Sad

What's sad—

What's Beautiful

What's beautiful—

What's Ugly

What's ugly—

What's Strange

What's strange—

ANOTHER SCOOP

First and only newspaper in this area to print the above headline news of September 10th, the Edmonton Journal scored again through the timely cables from Germany of war correspondent Frank Swanson, former reporter on the Journal's city staff and former editor-in-chief of The Gateway.

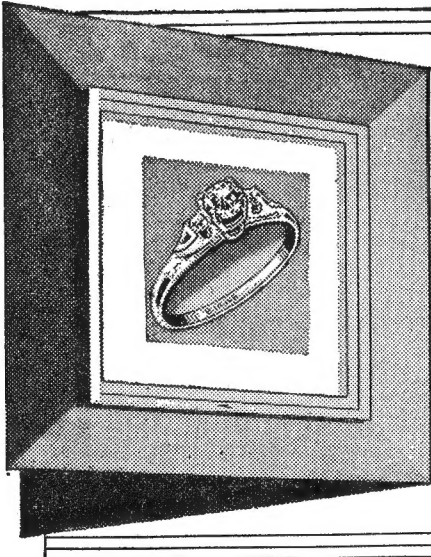
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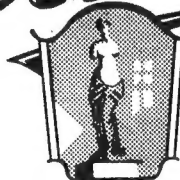


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The New System of Teacher Training

BY W. H. SWIFT

While Canadian Universities have long provided for the preparation of candidates for entry into the chief "learned professions," they have not done so for the training of teachers. During quite recent years many of them, including the University of Alberta, have made an entry into this field by the organization of schools or faculties of Education which, in addition to providing graduate studies for students wishing to become professional educationists, have also given courses leading to high school certification. For a number of years certificates entitling the holders to teach in the high schools of Alberta have not been available except through attendance at the Faculty of Education. This has been true even though the candidate may have previously attended Normal School. In this case, however, his course was shortened slightly.

Throughout Canada the training of elementary school teachers has remained with the Normal Schools, institutions operated and controlled directly by Departments of Education. The somewhat anomalous situation exists, consequently, in which if a high school graduate wishes to become an elementary school teacher he must go to Normal School, whereas if he wishes to become a high school teacher he must go to University. Frequently he wishes to have both levels of certification or hopes to move from elementary to high school teaching. In this case the lack of articulation between the two institutions and courses is of some disadvantage.

A number of factors, historical and presently existing, serve to explain this separation. Education has been more closely supervised and directed by the state than other professional fields. It has not had such strong professional societies. But perhaps most significant is the fact that the Universities have been reluctant to admit that there is a body of knowledge and of skills of sufficient scope and complexity to warrant placing it alongside the more venerable disciplines of law, medicine, theology, engineering, agriculture, and others.

Gradually, however, as graduate schools of Education and high school training departments have been accepted and have grown, it has been appreciated that within the fields of child psychology, school administration, educational history and philosophy, curriculum building and others, there exists great scope for intensive and significant study. Education as a branch of human knowledge has now become accepted, though perhaps still suspect in a few quarters.

Recently, April 1, 1945, to be exact, the Province of Alberta placed all teacher training under one management. Ours is the first province in Canada to take this step. The effect of this move was first felt at the 1945 Summer Session of the University of Alberta and the test of the wisdom of the move will begin to become more fully evident this fall when the first regular students enrol for University courses.

Briefly the arrangements are these:

1. The Normal Schools, Edmonton and Calgary, have been transferred to the University of Alberta, where they become part of the Faculty of Education. The former Normal School Instructors now become members of the University staff.
2. The whole organization has been placed under the Dean of the Faculty, and the former Normal School building in Edmonton becomes the Education Building of the University.
3. A four year course leading to the degree of Bachelor of Education has been established. This course, in addition to the degree, provides for teaching certification. Students may specialize in elementary teaching, high school teaching, or in fields such as Industrial Arts, Home Economics, or Physical Education.
4. In the elementary field teaching privileges will be granted at the end of the second year. During the period of the present teacher shortage emergency, temporary certification will be granted for shorter periods of attendance.
5. In order to provide for liaison between the Department of Education and the University, there has been established by Order-in-Council a Board of Teacher Education and Certification whose function it is to advise the Minister and the University on matters of policy and administration respectively. The Chairman of the Board is a Departmental official. The University and the Department are equally represented, while the Alberta Teachers' Association has a minority representation. It is hoped that through the Board proper articulation will be maintained between the school curricula of the Department and the institution training the teachers who must implement them.

What reasons lie behind this action? What is expected to result from it?

The Minister and Department of Education did not lightly relinquish the direct control which they have exercised over the training of teachers. They did so only because in their opinion advantage to education in this Province might accrue.

It is a well known fact that the Normal Schools have not drawn students of high calibre in sufficient number. Many of our schools have been manned by teachers whom the Normal Schools have not wished to turn out; but because, in order to get classes, they have had to take almost all applicants, the maintaining of graduation standards has been most difficult. The problem can only be solved by getting more good students to apply for admission.

An analysis of the situation reveals at least three causes of the failure of young people to be attracted to teaching:

1. The inadequacy of the remuneration;

2. The unattractive living and working conditions of the rural school;
3. The segregation of teaching from the other professions as a sort of second best.

The transferring of the Normal Schools represents a partial attack upon the third.

Going to University carries with it high prestige in the eyes of young people. It signifies past academic and intellectual achievement and the setting out for new horizons. It means entering a social sphere which has many glamorous characteristics. High school graduates, even though they had equivalent past records, were regarded as pursuing a lesser star if they headed for Normal School.

From now on, Alberta young people interested in teaching will head for University with the same rights, privileges, and self-esteem as those of their high school colleagues who enter other faculties. They will belong to the Students' Union, use the Varsity yell, read *The Gateway*, enter inter-faculty sports, and be eligible to attend University functions. This should prove a very large drawing card in bringing young people into the field of teaching.

Of more fundamental importance is the fact that all work now taken at the teacher training institution will carry credit towards a degree, B.Ed. Much of it will also carry Arts credits should the candidate wish to obtain a B.A. This is advantageous in two respects. In the first place the attaching of University credit to the courses enhances their value in the eyes of the student. In the second place the teacher who has stored up on the books of the Registrar one or two years' credits towards a degree will be encouraged to build upon them and work towards its completion. In other words, whereas the completion of a year at Normal School, or even of two, should that course have been increased, marked a terminal point, the same period of training at the Faculty of Education will mark only a beginning and should lead many teachers into more advanced training.

It is much too early to predict the success of the venture. Other provinces as well as we ourselves will watch closely.

The present time was considered an opportune one to make the change, since with the close of the war there will be a considerable return of teachers from the armed forces and war industries. These should help to fill the gaps as students begin to enrol for two- or four-year courses.

While it is hoped that these new arrangements will provide some enhancement of teaching as a profession, it must be recognized that only as the job itself becomes more attractive through improved living and working conditions, and the raising of the salary levels, will there be a real solution to the problem of procuring a full supply of fully competent teachers.

A Time Study

By E. O. LILGE

A question that is often pondered by university instructors is: How much time should a student devote to study outside of regular lecture and laboratory periods? An answer to this question depends on a knowledge of the time students actually do spend in study and its distribution among various phases of their work. The difficulties, however, in obtaining such information are quite apparent; it involves time studies in which the fullest co-operation from students is essential. For reasons fictitious or otherwise, it is not always easy to get this information.

A time study carried out with seven third-year engineering students, however, appears to have hurdled some of the difficulties inherent in such a project. During the course of the time study fullest co-operation was obtained from all students and a detailed study of the data indicated that it reflected a true picture of each student's efforts within the limits of the experiment. The success of the time study probably grew out of the unique and special circumstances under which it was carried out, and it is in these as much as in the actual results that the general reader may be interested.

The time study had its beginning in a complaint of the students who claimed that they were expected to spend too much time on certain courses. In a discussion of their problem, the students "stood pat" on the time spent on certain courses, but admitted they had little idea of how much total time they spent in outside study or what the percentage distribution of such time was among various phases of their work. They expressed interest in what this time might be and a desire to carry out a time study, if a suitable procedure could be worked out. A method and a set of rules were devised in co-operation with the students. The system adopted was as follows:

(1) Two questionnaires, as indicated in example No. 1 and No. 2, were to be filled out each week.

EXAMPLE No. 1.

Lecture Courses

1. Time spent on review of notes.
2. Time spent on outside reading pertaining to course.
3. Time spent on assignments and problems.
4. Time spent on preparation of papers for student societies.
5. Time spent on other course work not specified.
6. Time spent on reviewing of the day's notes.
7. Time spent studying in spare lecture periods.

EXAMPLE No. 2.

Laboratory Courses

1. Time spent on co-operative work on laboratory reports.
2. Time spent on individual work on laboratory reports.

3. Overtime spent in laboratory to complete experiments.
 4. Time spent on other work pertaining to laboratory not specified.
 5. Time spent on study or preparation of reports in spare laboratory periods.
 6. Time spent as laboratory instructor.
- (2) Questionnaires were to be handed in every Monday.
 - (3) Identity of each student was to be revealed neither to the others nor to anybody else in the University. To accomplish this, questionnaires were handed in as a group in separate sealed envelopes, and each student was designated by a number drawn by lot.
 - (4) Time study was not to be discussed among themselves nor with anyone else during the time it was being carried out.
 - (5) The writer promised not to divulge results until after the examinations were written.
 - (6) The time study was to continue for the whole of the second term.

It was pointed out to the students that the results of this time study would not be of any use in supporting their contention that they were overworked in some courses because the analysis of the time study data would not be made available until after their examinations had been written. It was stressed that this time study would be of no value unless an honest effort was made to obtain a true record. It was further pointed out that if for any reason they felt that their term work would be prejudiced in any way by this time study, it would be better for their own peace of mind not to begin it.

After the above outline had been worked out and the points just enumerated discussed, the students were asked to discuss it among themselves and accept or veto the scheme without giving any reasons if they chose to reject it.

They elected to carry out the time study, and during the whole three months that the project was in progress there were no indications of slackening of interest nor breaking down in procedure.

Students taking part in the time study took eight lecture courses and seven laboratory courses. The total time scheduled in the calendar for these courses is 32.5 hours per week (see column 2, table 1). One course (No. 8) is not assigned any time in the *Calendar* for regular lecture and laboratory periods; therefore all time spent on this course was considered as study time.

When the time study was begun, each instructor was asked to give an estimate of the time he expected a student to spend in outside study on his particular course. All figures on instructors' estimated time given in this paper were obtained in this manner.

Table 1 gives in some detail a portion of the results of time study; a summary of these data along with a summary of other data which it was not possible to give in detail in this paper is given below:

TABLE I.
SUMMARY OF TIME STUDY DATA

Course No.	Reg. Lect. or Lab. hrs/week	Aver Outside Study Time hrs/term	Instructor's Estimate Out- side Study Time hrs/term	Percentage Distributions of Study Time		
				A	B	C
<i>Lecture Courses</i>						
1	2	12.6	30.0	4.9	3.8	9.1
2	2.5	9.2	26.0	3.6	2.9	7.6
3	2.5	16.7	40.0	6.5	5.0	12.3
4	2	6.2	13.0	2.5	1.9	3.9
5	2	10.3	13.0	4.0	3.1	3.9
6	3	15.4	26.0	6.0	4.6	7.9
7	2	11.1	26.0	4.4	3.3	7.9
8	0	5.6	5.0	2.0	1.7	1.5
Total	16	87.1	179.0	33.9	26.3	54.1
Weekly Av.		5.9	13.0			
<i>Laboratory Courses</i>						
1	1.5	19.7	13.0	7.7	5.9	3.9
2	1.5	56.3	48.0	22.0	17.0	14.8
3	1.5	32.9	34.0	12.8	10.0	10.1
4	0	2.7	0.0	1.0	0.8	0.0
5	3	8.2	13.0	3.2	2.5	3.9
6	6	24.9	13.0	9.7	7.5	3.9
7	3	19.6	26.0	7.6	5.9	7.8
8	0	5.0	5.0	2.1	1.4	1.5
Total	16.5	169.3	152.0	66.1	51.0	45.9
Weekly Av.		12.3	11.1			
<i>Lecture and Laboratory Courses Combined</i>						
1	3.5	32.3	43.0	12.6	9.7	13.0
2	3.5	65.5	74.0	25.6	19.9	22.4
3	3.5	49.6	74.0	19.3	15.0	22.4
4	2	8.9	13.0	3.5	2.7	3.9
5	5	18.5	26.0	7.2	5.6	7.8
6	9	40.3	39.0	15.7	12.1	11.8
7	5	30.7	52.0	12.0	9.2	15.7
8	0	10.6	10.0	4.1	3.1	3.0
Total	32.5	256.4	331.0	100.0	77.3	100.0
Weekly Av.		18.2	24.1			

A—Percentage distributions of study time calculated on basis of students' total average study time.

B—Percentage distributions of study time calculated on basis of instructors' estimated study time.

C—Percentage distributions of study time as estimated by instructors, calculations based on instructors' estimated total study time.

- (1) The time study covered a period of 96 days or 13.7 weeks.
- (2) The class average of total study time for the term was 256.4 hours; the estimated time of the instructors for this period was 331 hours. Five students were reasonably close to the class average (278.2, 266.3, 239.9, 217.3, 202.9 hours respectively); one student was low (179.6 hours) and one was high (412.6 hours).
- (3) The weekly average of study time for the class was 18.2 hours; the instructors' estimated weekly average was 24.1 hours.
- (4) Students spent 33.9% of their own time or 26.3% of the instructors' estimated time on lecture courses, and 66.1% of their own time or 51.1% of the instructors' estimated time on laboratory courses.
- (5) Most of the time that was devoted to lecture courses was used in reviewing notes, leaving little or no time for outside reading or assigned problems.
- (6) Time spent on laboratory courses was devoted almost entirely to preparation of laboratory reports and to a limited extent to overtime completion of laboratory experiments.

The conclusions that are indicated from the results of this time study in the main are:

- (1) Instructors expect students to spend more time in outside study than can be reasonably expected.
- (2) Demands, both estimated and actual, on outside study time by the various courses indicate that some instructors claim and get a disproportionate share of the students' time for their courses.

When total study time of the students is considered, the estimated figure by the instructors of 24.1 hours per week seems high. The time (18.2 hrs.) actually spent by students of this class seems to be more reasonable. It may be argued that, with normal conditions returning to the University, a 24 hour week outside study time is not too much to expect. However, although during the war much of the student's outside time was taken up with work of a military nature, now his time will be taken up with extra-curricular activities which cannot be denied him.

From the standpoint of time allotment there is very little co-operation among instructors in setting up their courses. For example, one instructor estimated that in his course students should spend in outside study 26 hours on the lectures and 48 hours on the laboratory work. This meant that students were being asked to spend 22.4% of the total time (as estimated by all the instructors) on his particular course, of which 14.8% of the total time was to be spent on the laboratory work. A further breakdown of these figures shows that 48 hours on laboratory work represented 32% of the total laboratory time instructors estimate students should spend on such work. It is difficult to see how one course in eight can justify a load which demands so much outside study time.

The greatest amount of outside study time is spent in laboratory courses requiring formal written reports. For example, in the four laboratory courses in which written reports are required, students spent 128.5 hours (average) or 76% of their total laboratory time. Instructors estimated they should spend 121 hours which is 80% of the instructors' estimated time. Even if it is admitted that laboratory courses not requiring formal reports require less outside study time than those that do, the above figures still seem very much out of line.

The results of the time study indicate that suspicions which some of us have held about poor adjustment between demands on students' time, and time which students have to give, were well founded. It further indicates that, in the interests of a well balanced and integrated engineering curriculum, serious consideration should be given to the question of outside study time and its distribution among the various phases of the curricular program.



Art Without Starvation

BY WALTER B. HERBERT

The Canada Foundation, recently incorporated by Dominion Charter, is at least twenty years late in getting started. But not too late. We expect to emulate the gentleman who married very late in life and then surprised and delighted everyone by fathering a set of vigorous triplets.

The Letters Patent creating The Canada Foundation define the new organization's objectives in language calculated to stir the emotions and uplift the souls of all Canadians worthy of the name. Translated into the plain language of the campus, here is what we intend to do:

- (1) stimulate public interest in the cultural aspects of Canadian life and thought;
- (2) provide encouragement to outcroppings of cultural vitality wherever we find them, in every part of our country; and
- (3) interest other countries in Canada's cultural achievements.

It is astonishing that Canada has so effectively and so thoroughly shunned the artistic side of her own development; but it is so. As far as national recognition and encouragement go, Canadian art, literature, music, and drama might just as well be poison-ivy or seven-years itch. While every other country, from Abyssinia to Zanzibar, has regarded its indigenous cultural development as an important aspect of nationhood, Canada has looked indifferently upon the wholesome potential of her artistic folk—and muttered "so what."

Canada is not artistically barren. Far from it. In fact, our country is throbbing with cultural vitality looking for opportunities to bust out. In Vancouver—the Labor Arts Guild. In Winnipeg—the Annual Musical Festival. In Halifax—Portia White. In Banff—the Fine Arts Summer School. In Quebec—the David Prizes. And many more. But all is local effort, studiously ignored by the nation. Like cats that walk alone, community enterprises throughout Canada are bold, venturesome, and productive. But there is no thriving Canadian activity of any kind—in a national sense. We have no thread of literary endeavor, no chain of musical accomplishment, no network of dramatic enterprise, no pattern of artistic purpose. In a Dominion Day editorial the *Winnipeg Tribune* described the situation succinctly with the observation: "Too much mosaic; not enough cement." And all this despite the fact that devoted and distinguished people in all parts of Canada have labored from New Year's Day to Christmas, year after year, to arouse Canadian public interest.

What, then, is the why of all this? Some of our deepest thinkers opine that we are a busy pioneer people—chopping down trees and making electrical gadgets—and we have no time for pictures, plots, and pianos. Others bend their minds to the problem and come up with the view that cultural affairs border on education—and education can never, never be

a national concern in Canada (Ref: B.N.A. Act, sec. 93). But it doesn't matter much why we have been stupid in the past. The important thing is that we must do something about it now and for the future. We must do something to give human attributes to this place called Canada. We must contrive some way to feel peace-time pride in our country for reasons more inspired than our staggering ability to grow wheat and manufacture motor-cars.

How do we go about it? There are two ways—government enterprise and private enterprise; and the twain should meet. Through the machinery of the public service, the ten governments in Canada should permanently foster, encourage, and support a national cultural program. Through such organizations as The Canada Foundation, the well-to-do in Canada should pump a generous portion of their spare wealth into the cultural stream of their and our country. The rest of you can get busy on the first of these—and good luck. The Canada Foundation is rolling up its 'sleeves to tackle the second. We are going to raise one million dollars from non-government sources—as a start. Which is only a bag of peanuts when compared with the sums made available for cultural purposes in other countries. Each year The British Council spends about \$35,000,000; the Council for the Encouragement of Music and the Arts received \$700,000 from the U.K. Treasury last year; and many millions more are contributed by British philanthropists to the cultural account. In the United States the great privately-endowed foundations support cultural activities to the tune of many millions of dollars, while national and state governments give additional generous support. In all the countries of Europe and South America artists, musicians, and writers are honored and aided by grateful nations. Canada can do as well.

How will The Canada Foundation employ its substance? In many ways, and mainly through co-operation with groups and societies long-experienced in Canada's cultural life. Acting as a clearing-house, we will strive to establish a sense of common interest and purpose among the people who like artistic things and the people who do artistic things—which includes practically everybody. Scholarships, awards, and grants will be made available where they can do the most good. Exhibitions and performances will be sponsored, so people in every part of Canada may sense the joy and inspiration of good music, good art, and good drama. Talented and deserving artists will be granted financial aid to help them climb the ladder. Regional cultural organizations with a wealth of talent and a scarcity of cash will get the kind of encouragement needed to widen their horizons and enlarge their ambitions. Selections of Canada's cultural achievements will be displayed abroad and the achievements of other nations will be shown in Canada, so each can better know and better understand the other.

Getting down to cases, and away from the grandiose talk which readers hate, how may The Canada Foundation prove itself helpful, for instance,

to the cultural life of Alberta? (The following are illustrations; not commitments!)

In an Alberta town there lives a young man with God-given talent for painting; talent which is definitely exceptional. He needs technical instruction from experienced and understanding teachers and he needs greater opportunity to paint; given these, he may become a distinguished artist. But this is a poor man; a husband and father who must work eight hours every day at pay-earning work. He cannot afford to attend art school, and only in the evenings and on Sundays can he find time for painting. The Canada Foundation will back him with the only thing he needs—money. If he is sufficiently recommended by art authorities in Alberta, we will give him a cash grant to enable him to devote all his time for two full years to studying and painting.

In one of Alberta's great cities (the one without the University, perhaps), there is an exceptional theatre group. They have been working together for twelve years. They write grand plays; they excel in stagecraft; they act as skilfully and convincingly as Broadway troupers. Their fame has spread throughout the Province. But their talents cannot be enjoyed outside the certain city because it costs money to move a show around from town to town—and money is what they have everything else of but. Upon sufficient recommendation by Alberta drama authorities, The Canada Foundation would underwrite the cost of playing-tours by this group.

Alberta people rarely have an opportunity to see exhibitions of good pictures, because it takes money to sponsor travelling exhibitions. In co-operation with Alberta art societies, The Canada Foundation would finance the showing of annual art exhibitions, now seen only in Calgary and Edmonton, in every Alberta town with a suitable hall.

Choral societies requiring music, ballet dancers needing teachers, sculptors deserving encouragement, writers lacking travel, teachers and students full of ideas and artistic urge, cultural hunger everywhere—that's Alberta, as it is all the rest of Canada. So many things on the verge of happening, but not happening. So many artists almost making the grade, but not making it. And always because relatively small sums of money are lacking.

The Canada Foundation intends to raise the money needed to assist all the forms of cultural activity in Alberta. Not because of Alberta, particularly. But because of Canada. Because every cubit added to the cultural stature of Alberta will enrich the national culture of Canada—our country.

Which is where I came in.



M.O.'s in Training



Blood-bank

Baldy, 1900-1943

By ARA D. ELSEY, as told to Libbie Lloyd Elsey

It happened one fine Spring morning in Alberta, nearly fifty years ago. One appreciated the warmth and sunshine of the Spring after hauling feed and bedding for stock all winter, the thermometer from 40° to 68° below, so cold at night a lantern light would hardly show. Even the coyotes would drift in off the prairie to the straw stacks to get away from the terrible cold and to catch a mouse, perhaps. Handling stock, the weather's everything, and no one can forget the thrill in springtime of watching the stock leave good feed in the corrals to strike out to get their own feed. The big steers would jump up and down like children and bellow whenever they'd come to a patch bare of snow.

Several weeks after the snow had gone, as I headed for the barn, who should come whirling up from the range but the little Pinto mare, with her first colt. The first thought that struck me was that she was mothering a Jack Rabbit, its body was so small, its face so bald, its legs so long. She hesitated only long enough to look at me as if to say, "Just look what I've got," then off she went, faster than ever. Little Baldy had no trouble keeping up with her. It would seem that streamlining had its origin on the horse range. A mare and its colt making off run together like one horse, and faster than time. As I watched them go, little did I think this colt would become my favourite horse.

Baldy turned out to be a big little horse, and, like most bronchoes, he was nervous by nature. To help him get over this, I spent one whole snowy afternoon "sacking" him.* It was time well spent, though I had no idea then that I'd get thirty years of faithful service out of him. When he was ten, he was taught to shake hands and "kiss his pa," but when he was around thirty-five he began nudging me, as his own masterstroke. After the other horses had been given their hay and he could no longer chew it properly, he'd nudge me as a reminder about his chop. He would then eat it with slow enjoyment. In all his forty-three years he never ate fast, never would drink when he was warm. If feeding time were delayed, he'd come to the house and rattle the doorknob.

The Old Timers always asked for him when they would enquire for the family. He was a great favourite with them, being friendly but never forward; he never spoke out of his turn. There was always a certain dignity about him; he liked to earn his way. He would have had nothing but scorn for our present paternalistic trend in Government. He never bothered much about the other horses and stock but, unlike humans, he wouldn't take a mean advantage of them. He was a one-man horse, and he never let that one man down. He did enjoy doing a good day's work: when he was satisfied with what he had done, he would whinny when you started to unhook the traces.

In the early days there was lots of hard work to do and both horse and man soon learned to throw themselves into gear. When the West was called the Land of Promise everyone expected success only if he did his part. The old fellows in the East might mutter in their beards about the Promised Land; the younger chaps headed West for a Land of Promise they could see, here and now. In 1945, we seem to have arrived at what Major Strange calls the Age of Promises, where everyone is promised more and more for doing less and less.

There was plenty of range and if there were no high-powered machinery (with its awful overhead), neither were there ration coupons, Selective Service, and countless other restrictions. There was no need to go to your Doctor for a check-up: your saddle-horse would test your heart, keep your appendix empty, and you give chiropractic adjustments all at once. Baldy was born before the time of traffic lights; you had to acquire judgment and learn how to use it. Another good thing about those early days: you could butcher or ship a nice, fat pig, and it still remained a pig, to provide good bacon, good dripping. Now it becomes an animal of so many inches carcass length, heavily penalized if there is an extra half-inch fat on the loin or shoulder—and all the while every agency cries out, "be patriotic," "save fat," "we need fats."

When the range was first fenced, the Western horses were very reactionary about it, but they laid their plans in their own way—no need of Conference after Conference *for them*. The leaders gradually gathered up the less experienced horses and, nibbling their way, would crowd them towards the corner of the fence. They would then give them a few well-placed kicks and down would go the fence. The bachelors didn't take kindly to the fencing, either. If a family with grown-up daughters moved into the settlement, there was no excuse left to ride across country and call casually at their house to ask if they had seen any stray stock. Baldy, himself, was always a leader; in fact, I might coin a term and call him a Big Shot. When he was too old to work, in order to renew his sense of leadership, we'd hook him up once a year. The summer he was forty-two, there seemed to be an added gleam of pleasure in his eye as he stopped at the corners and signalled the others to stop; then, in a few minutes, he'd look up again and give them the sign to go on again. In his late years he experienced to the full Charles Lamb's joy of walking about and around instead of to and fro, but he still liked to do a bit of work. The Ferry people, half a mile away, would use him for light jobs and, in the evening, they'd put the traces over his back and he'd come home alone. The other horses would be at the gate to meet him, would run around until each would be in his regular place, his mate, Dick, who adored him, always next to Baldy. They would march in order to the barn, paying close heed to Baldy's tale of his day's adventures. Baldy had "seasoned up" all of these horses. When they were big enough to be halter-broken, we'd put a strong rope and halter on them, snub this eight or nine feet of rope to the horn of Baldy's saddle, and he would do the

rest. When he'd bring them back, subdued, but not broke in spirit, we'd think how much better a place this world would be if only teachers and preachers could learn Baldy's knack of handling their flock. He did it by instinct; he spent no ten or twenty years in School and College.

Homesteaders don't have many pleasure trips, but we did manage to take one to Virginia one winter. It was a grand holiday, no 40° below, no chores, but I enjoyed getting ready and getting back more than the trip and holiday put together. It used to *snow* in this country, so I put a lot of sheaves, heads down, high up in the trees for the birds to eat while we were gone. I didn't realize at the time how much I enjoyed doing it, but I knew right away how good it was to hear Baldy's whinny when he saw I was back, and to see him come right up to shake hands. A few weeks before that trip I'd had an operation: when going under I saw a big, black cloud. I didn't know what was on the other side, but, suddenly, I saw Baldy and gave a leap for his back. I knew he'd see me through.

A man can travel in speed and comfort by 'bus, train, or plane, but he never feels as independent as when he's on his own saddlehorse. And everyone who sits at ease on cushions as he travels about this Western country should keep in mind the great debt he owes the horse. This country could never have been settled in the first place if it had not been for the Western bronchoes. They blazed the trail, opened up the country, built the railroads. One winter, when nothing else could get through, no trains could run, I made a 300-mile trip on horseback across the prairie. Baldy would be two and three feet deep in snow but would give another lunge and on we'd go. He never dreamed of hanging back or arguing over anything I asked him to do.

A Western broncho expected no hand-out in winter—their time of unemployment—they'd go out and paw the prairie. There was no Radio to remind them, as it does us constantly, to do the things we'd never dream of not doing. They seemed to sense that men were scarce in this country and that they should look after themselves. It took more than \$10.00 in a man's pocket and a roll of haywire on his arm to brush, grub, and break up a quarter-section. It could never have been done without four cayuses, strong and true. It was a cynic who said, "The more I see of people, the better I like my dog," but it is the man who has dealt with both, who knows, the more he sees of the human race, that it is his horses and other animals on whom he can depend. Baldy was the mainstay in putting three raw farms into production, and he never seemed to mind being in the collar. He wasn't sick a day in his life: *he* knew better than to disregard the laws of health. He chewed his feed; he didn't bolt it, and he drank only the sort and the amount of liquid that was good for him. But his limitations crept up upon him, they were beyond his wisdom, beyond his control and that of any veterinarian—tooth decay could not be halted. He could eat no roughage and required more chop than he should have had. He grew thinner and I'd think I should shoot him, but then his eye would meet mine squarely, with its old brightness, and I'd put it off. One

morning, soon after his forty-third birthday, he didn't get up to shake hands when I went into the barn, so I went over to where he was and had a talk with him, told him he couldn't make it and to have it over with before I finished the chores. He listened to me, man to man, no melodrama—that "precious jewel of the poor"—and when I came back again, his eyes were closed. Like Browning's grammarian,

"He knew the signal, and stepped on with pride
Over men's pity."

.

He was a real Western broncho, his life was one long trying,
He saw what needed doing and he did it without sighing.

.

"Leave him—still loftier than the world suspects,
Living and dying."



Some Aspects of Counselling

BY O. PAUL THOMAS

We've been to a war! Here we are back again and we are beginning to wonder what it is all about. Will we be able to get a job so that we can look after our families, or will we be in a similar position to that in which so many found themselves after the last war? These things must give us pause. It is very nice to hear about what everyone must do for the ex-serviceman or woman, but is it going to be a case of forgetting as soon as the war is over? It is interesting to remember those days in the "thirties" when so many of us were forced to leave school and take whatever came along rather than be short altogether of the necessities of life. There are a great many of us, too, who recall all we heard before we were quite through with formal schooling so that we would get into the Services as soon as we could instead of preparing ourselves for life and its battles. Then there are a good many of us who cannot go back to our old work because the war has taken its toll. We were all younger when we left. Some of us left jobs that do not exist any more. Others of us left jobs that would have led us to promotions, but we have lost the "feel" of the old environment, and need some refreshing to take these old jobs—with the promotions which should have been ours. Some of us, even, had the opportunity to show that we can handle much bigger jobs: it does seem such a useless waste of ability to put us back in the old jobs when we could do so much more for our employers and for the national good.

These are some of the things that the Government of Canada has tried to realize and solve in the very fine legislation that has been passed for the rehabilitation of the ex-service person. In this article I hope to show some of the things that we come across in trying to implement this legislation. A few weeks after the War was under way, the Government formed a Cabinet Committee to pave the way for a systematic solution of the barriers against which they were going to come. As a result, from December, 1939, until the present time old Acts were amended, new Orders-in-Council were passed, so that now we have a workable plan that is a fine example for any of the Democracies to use. If it is found that certain groups are not receiving necessary assistance, the Legislation is broad enough to allow of amendment. The amendments are being brought continually into being to look after the peculiar cases that arise.

There are three main pieces of legislation outside of Treatment Regulations and the Pension Act, viz., P.C. 5210, the Veteran's Land Act, and the War Service Grants Act. About two months after a person is honorably discharged he starts receiving a Gratuity of, roughly, \$7.50 for every thirty days served in Canada, and \$15.00 for every thirty days of service Overseas. An amount equal to this is set aside as a Re-establishment

Credit, to be used within ten years after the date of discharge, or the end of hostilities, whichever is later. The Gratuity has also a further amount of seven days pay, and allowances, for every six months Overseas. Among other things, the Re-establishment Credit may be used for Education. The Veteran's Land Act credit may be used for farming, fishing, or small holdings. If the ex-service person wishes to take advantage of V.L.A., his Re-establishment Credit is forfeited. He may elect to take training and V.L.A. If it is thought advisable, this may be allowed. However, if he uses his Re-establishment Credit to purchase a home, furniture, or in any way in which cash is paid out, he cannot take V.L.A. until it is replaced.

P.C. 5210 is the Order which allows for benefits of a various nature. Most psychologists, and certainly most returning people, agree that before rushing into some field of rehabilitation, a period of "looking around" is necessary. The ex-service person is *not* mentally or physically an oddity. He has broken the threads of his life. What he sees when he comes back sets his mind in a whirl. He sees individual selfishness which he did not see in the services. He wonders if he should go back to his old job and displace some younger employee with the resultant animosity that is everywhere exhibited in varying degrees. He should have a time to get re-orientated. Therefore, Out-of-Work Benefits are possible under P.C. 5210. Awaiting returns are available for those who want to start farming, or their own business. These are paid under P.C. 5210. Temporary Incapacitation is allowed for, too, under this P.C. The greatest emphasis, however, has been laid on Training. Vocational Training is allowed for under P.C. 5210, as well as Educational Training. When payments are made under P.C. 5210, an equal amount is deducted from the Re-establishment Credit. Roughly speaking, these are the "links" between the rehabilitation legislation.

When Counselling takes place, the whole picture must be clear to the Counsellor and the Counsellee. So much has been published about Training that many people overlook the fact that Training is not an entitlement, but may be given for rehabilitation. Furthermore, no Training will rehabilitate a person. It will only assist. When the war had progressed so far that the Services could eliminate many of the misfits, we had a number of cases with which it was most difficult to deal. Now, however, with greater numbers returning, the percentage of psychoneurotics and schizoids is not so great. The most exaggerated case of this type with which I have dealt was a man of forty years who had been a landscape gardener for twelve years after he had quit a first year medical course in another university. The three years previous to enlistment he had been an insurance salesman. When he was sent back early in the war because of schizophrenia, he first took a normal school course and taught for five weeks. From then on he took a course for a few weeks in auto mechanics. From this he changed locale and started on instrument mechanics training. Eleven weeks was enough for this. Next he started studying Latin to go

into library science. Following this, he had a three months period as a missionary and was studying Greek. He next wanted us to give him a four year course in Bacteriology. While waiting our decision, he decided that he was destined to be a lawyer. The latest we have heard of him is that he now wishes Occupational Therapy. However, his best plan is to hold his job as at present. It is impossible to point out to him how old he will be if he ever does enter any of these professions.

Another type you have to guide carefully are those who, although quite normal mentally, wish to "overshoot" their mark. A young person may have quit school in early high school years because he did not like studying. Now he sees how handicapped he is, and decides he should be an engineer. Engineering is the field so many wish to enter, because of the type of war we have just finished. Irrespective of his ability in the service or on tests, he feels that he should get this type of training. It may take years to complete, and at best the chances are he will be a good journeyman, but never an engineer. A case of this kind requires so much attention because the sincere desire of the Department is to help this man get into the niche where he will do best. On the other hand, he is very likely to think and broadcast the idea that the Department is too niggardly in his case. He forgets altogether that his Re-establishment Credit will disappear, most likely in the training. Also he stands every chance of being discontinued at the end of the first term. This time will be deducted from any Vocational Training, if it is needed.

Our experience has been that there are more of the veterans, particularly ones with long overseas service, who "undershoot" their mark. To illustrate, one man came back with a slight injury to his leg. He had a Grade Twelve education, a good knowledge of farming conditions in Northern Alberta. In addition, he had worked at bookkeeping for two or three years before enlisting. He came into our office one day to get a permit to go to work in an office, at seventy-five dollars a month. This was to keep his wife and three children as well as himself. On enquiry it was found that while he was on leave everyone had been impressing on him the utter impossibility of finding employment. When he came into our offices we had a chance to give him a much better insight into the whole picture. As a result he now has a job with twice the pay he was going to take. As well as that, he is working where he can use his education and occupational background to advantage.

Every now and again you hear people talking about the high wages these servicemen were drawing, particularly officers. They come out with some statement to the effect that these young people will not be able to settle down. In almost a year in this office I have heard of only two such cases. One was an ex-officer who had been two years and a half in the service. The farthest he had been away was Montreal. He came into our office in "high dudgeon" because someone had offered him a job at a measly two hundred and thirty dollars a month. The second case was a young man who had enlisted in the RCAF to escape being called up in

the NRMA. He had served 331 days, of which 299 days were on leave without pay. He was one of the "key" men we hear about. His work was in radio, at a city factory, at the salary of one hundred and eighty-five dollars. He had come to us to get out-of-work benefits, because he could only get a job that paid one hundred and ten dollars a month. When we noticed the Canadian Volunteer Medal on his noble chest, we really felt sad for him. These are the only two cases that have personally come to the writer's notice. Too often, we find the men with long service overseas wanting to take anything, irrespective of their experience or ability.

One of the real difficulties in counselling is the man who was unable to take some work which he thought would be interesting to him. He may have had a good job for which he was well fitted. Now with the idea that the Government will assist him, he is determined to take this training. Usually these are the ones who were the "barrack-room lawyers." They are interested in their "rights" and the benefits they will draw while on training rather than the fact that the training is to assist in rehabilitating. With more information and contact with Canada, they will become less persistent. So often this belief in his "rights" is fostered by uninformed advisers. Some very vague plans were spread in the services because of the necessity of using untrained personnel at first. This difficulty is being corrected more all the time. With more knowledge of the benefits possible, there is less tendency to try to get training just for the pleasure of studying.

Some people hate to face the fact that they must, sooner or later, start to work. They want training because it is the life most like that in the services. While in the services they knew their money would be paid regularly to themselves and their families. There was not the uncertainty of being out of work. Their own food, clothing, and shelter problems were looked after by others. Now they have a fear of being on their own initiative once again. The easiest escape for them is to put off the evil day by coming under the rehabilitation training scheme. While we have quite a few of these, their numbers up to the present have not been large.

In counselling, there are so many factors that must be taken into account; it is difficult to go over them all without enlarging this article to book length. However, several problems arise because of family conditions. A young man was married a short time before his leaving. He has been away for several years. If he wishes to take a degree at University, he is as good as being absent from home for several more years if he wants to keep up his work there. Too often, he starts without properly understanding the full picture. His wife had to be very circumspect in her life while he was away. Now she is faced with another period similar to widowhood. You can easily understand the difficulties to be faced. Cases of separation due to lack of housing facilities have led to divorces already. Sometimes the wives feel that they are not appreciated, and cases have been known where they decided to break up the home. Fortunately, the

cases of these types are rare. Just the same, though, a good counsellor should take cognizance of these factors.

This will give a few of the problems that counsellors run up against. The counselling program has the very great advantage of causing the ex-service person to stop and consider his position as a whole. In many cases already it has paid dividends. No doubt as time goes on the advantages will be enhanced, with more experienced counsellors, with better testing methods, and with an improved understanding of the all-over picture of supply and demand. The ex-service person will be found to have a broader picture of our country and its possibilities as compared with other countries. He will not merely be on someone else's payroll, but, if given the opportunity of training, he will create payrolls. He will be found among the professional, executive, and administrative leaders. While no counselling system is perfect, it is hoped that those ex-service people who can, will be able to measure up to the highest ideals of good Canadian citizenship—and their years of service to the country will not have been in vain.



William Penn

Broadcast over CKUA, January 9, 1945

BY RALPH F. SHANER

I shall use this quarter hour to pay tribute to William Penn, a great Englishman who was born three hundred years ago last October. His lifetime fell in the century of the Thirty Years War, the Puritan Revolution and Commonwealth, the Restoration and the "Glorious Revolution"—a century very like our own. He was not a great general, politician, divine, or scientist. He was first and last a great private citizen, the unwearyed advocate of the rights and duties of Englishmen.

The father of William Penn was Sir William Penn, a typical English sea dog. As an admiral of the Commonwealth he captured Jamaica. When the Commonwealth degenerated into chaotic military despotism, he welcomed the Restoration. In 1665, the year of the plague, he with the Duke of York won a great naval victory over the Dutch. He composed a manual of naval tactics that was long standard in the British Navy. The two Penns, father and son, always enjoyed the personal regard and official patronage of Charles II and the Duke of York. This favor was the first dominating circumstance in the life of William Penn Jr.

The second important circumstance of William Penn's life was a chance meeting with an early Quaker preacher. Penn surprised his friends and outraged his father, and became a member of an outcast religious sect. It is hard for us to appreciate what this step meant at the time. Today we think of the Quakers as a small, quiet, sedate, law-abiding group, filled with true saintliness out of all proportion to its size and notable for abounding charity in faith and works. In Penn's time Quakers were somewhat different. Many behaved pretty much like the Doukobours, who are a sort of Russian Quaker and came to Canada under the patronage of the English Quakers. The Quakers of Penn's time practised physical non-resistance and would not bear military arms, but they were ready enough with the arms of the spirit. They denounced the creeds and sacraments of the Established Church and the loose living of the laity with equal fervor. They refused to take an oath of any sort, nor would they take off their hats to the judge in his court, or to the King.

To be a Quaker was a strenuous life in those days, likely to be spent as much in jail as out. If the Five Mile Act or the Conventicle Act did not apply, the poor Quaker was simply hauled before any justice of the peace and asked to give the oath of allegiance. This he would invariably decline. He would affirm his unquestioned loyalty to the state, but an oath was forbidden by Scripture.

Like many others, Penn spent a good part of his life in jail—in the Tower and in far less pleasant places such as Old Bailey and Newgate. From such practical experience grew the Quaker interest in prison reform.

On one occasion the London police over-reached themselves and started a case that forms a landmark in English law.

Penn and a Captain Mead were arrested for preaching on a London street after the authorities had padlocked the Quaker Meeting House. The charge against them was conspiracy to start a riot and was vaguely laid under the Common Law. Penn entered the court with his hat on as usual. An attendant pulled it off. The court directed the hat be put back on Penn's head and then fined him for contempt of court. Penn was well versed in English Law and conducted his defence with such skill and daring that the jury refused to convict. The court refused to accept the verdict and locked up the jury without meat, drink, fire, or tobacco until it would change its mind. The jury stood firm, and the court in a final outburst of rage fined the jury for contempt of court. A higher court vindicated the jury and affirmed its rights. The case re-established the power and significance of the jury as the people's great defence against arbitrary government.

Penn lived in an age of religious controversy and wrote his share of that great mass of theological literature which is as unreadable for us today as most of our political and economic literature will be to our grandchildren. Penn stressed one idea that did take root and grow into a distinctive characteristic of British life. He was the great apostle of toleration. To Penn, toleration was not only a matter of legal right and Christian moral duty, but the best practical policy for peace and prosperity. As he said, "It is the union of interests and not of opinions that gives peace to kingdoms." His concept of toleration was not the wish-washy sentimental kind. He was a firm believer in the duties that go with rights. As he put it, "Liberty without obedience is confusion, and obedience without liberty is slavery."

Penn's interest in toleration led him into curious company. He remained the close friend and adviser to James II up to the end of his reign. James was interested in toleration for Catholics, and the Duke of Buckingham posed as the protector of Dissenting Sects. The three worked together and formed the strangest triumvirate in English history.

I have mentioned the close personal ties between the Penns, father and son, and Charles II and James II. Out of this friendship came the best known achievement of William Penn. He made slow progress in alleviating the disabilities of Quakers at home, and turned to the New World. He became interested in the colonies of East and West Jersey from which developed the state of New Jersey. From this experience he conceived the founding of a new colony where the ideals of Quakerism could be put into practice. Charles II owed the estate of Sir William Penn a large sum of money. The son William proposed that the debt be cancelled by a grant of land covering the present states of Delaware and Pennsylvania. Thus it came about that Penn the Quaker became the last great feudal lord of the British Crown, the sole owner in fee simple, and the civil autocrat over the richest territory along the Atlantic Coast. He had the full oppor-

tunity to put into practice his religious and political ideals with no limitation save a vague reservation of power to the Crown and Parliament.

Penn's legal title to Pennsylvania was as good as that of the Hudson's Bay Co. to Western Canada, but he cleared his conscience by purchasing the land again from the Indians. His next problem was the setting up of a frame of government for his "Holy Experiment," as he liked to call it.

For the private citizen Penn wrote into the Fundamental Law of the Province every right he had pleaded for in England.

"No person shall be anyways upon any pretence whatsoever called in question for the sake of his opinion, judgement, faith or worship towards God in matters of religion."

No one "shall be compelled to frequent and maintain any religious worship, place, or ministry whatsoever."

Affirmation instead of oath taking in court was provided.

Justices who shall sit with the jury "shall pronounce such judgement as they shall receive from and be directed by the said twelve men in whom only judgement resides and not otherwise."

At a time when scores of crimes were punished with death in England, capital punishment was limited to treason and wilful murder.

All office holders and those who have the right to vote for the same "shall be such as profess faith in Jesus Christ," but no more exact doctrinal test was added. The Assembly was given full power to choose a speaker and its own officers, to judge the qualifications of its own members, prepare bills in order to pass laws, in other words, to initiate any and all legislation subject only to the veto of the Proprietor and the Crown. Government by the people was a reality for three-fourths of a century before 1776 in Pennsylvania.

William Penn's example might be studied by some modern political and social planners. Penn began his "Holy Experiment" by giving away his absolute power to the people, and not by abolishing the rights that mankind has acquired through the ages. Nor did the Quakers who controlled the province almost up to the Revolution abuse their power. They manipulated the franchise a bit to favor the farmer vote, but that was only to keep out of power the parties which would have ruined Penn's scheme as they did Lord Baltimore's plan for Maryland. The Quakers are about the only Christian sect that ever possessed the secular arm and did not use it for their own advantage.

To the vacant lands of Pennsylvania Penn invited anyone and everyone who cared to come. The only qualifications were a willingness to work, to behave one's self, and to live and let live. From every corner of Europe the meek and lowly flocked to Pennsylvania. There were Amish, Mennonites, Dunkards, Schwenkfelders, Moravians, River Brethren, Hardshell Baptists, and what not besides. Serfs by the thousands somehow managed to buy their freedom in Switzerland and the Palatinate, crowded into tiny

sailing vessels, endured the unbelievable hardships of an ocean voyage that took months, suffered themselves to be plundered by unscrupulous shipmasters, and then to be dumped penniless on the Philadelphia wharf. As one writer described them, they were the "scum of the earth."

Penn's policy of selective immigration was unusual. To us today the Amish and the rest are names of curious and harmless religious sects. In the seventeenth century they were viewed with suspicion. They were the descendants of the Anabaptists whose great peasant revolt, half religious, half political, rocked central Europe in the sixteenth century. These queer people were potential revolutionaries of the most dangerous sort. They had no notion of English customs, had all sorts of queer foreign ways, could never be assimilated, etc.

Penn and his fellow Quakers had faith in human nature and believed that "It is the union of interests and not of opinions that gives peace to kingdoms." Toleration, freedom, the certainty that the fruits of one's labors would not be taken away, the sense of responsibility that comes with popular government: these made for a unity of interest far stronger than any unity of opinion manufactured by propaganda, indoctrination, persecution, and regimentation. Within a single century Pennsylvania became the most populous and wealthiest of the thirteen colonies, and Philadelphia was, next to London, the largest city in the British Empire.

To both the United States and Canada, Penn's Holy Experiment has a still wider significance. Quebec has remained a fragment of Old France. New England, up to the Irish immigration, was a fragment of Puritan England. The Southern colonies were cursed with Negro slavery that was bad for the Negro and worse for the white man. The birthplace of those social and other characteristics that mark off the typical American and Canadian from the European is now recognized to be the central Atlantic colonies. The Lincolns of Kentucky, the Hoovers of Iowa, the Eisenhowers of Missouri, and how many names of Ontario, trace back to Pennsylvania and New York. Penn's melting pot literally bubbled over the rest of North America. He fixed the frame of our common social structure.



Books of Our Own

K. F. ARGUE: *Wealth, Children and Education in Canada*

[A report on the Financing of Education in Canada, prepared at the request of the Alberta Teachers' Association for presentation at the National Convention of the Canadian Teachers' Federation, Vancouver, B C, August 13-17, 1945.]

Dr. Argue in a most sympathetic manner and with the aid of numerous tables and diagrams shows us just how unsatisfactory is the public education that Canada is offering its young people. The examination is not one of what is taught or how it is taught, but the more fundamental one of how much money we are spending on our schools. The financial standard is, of course, not a perfect one, but there can be little doubt that a very high correlation exists between expenditure and the quality of education offered. We are ready to take for granted that a province which spends \$1,297 per year per classroom for instructional purposes is giving its children better educational opportunities than one which spends only \$550.

Dr. Argue conducts his analysis under the five headings of Adequacy, Ability, Equalization, Stability, and Adaptability.

Under Adequacy we get the facts about the number of children in school, expenditure on education per child, median salaries of teachers, etc., and the whole may be summed up in the flat statement that educational offerings fall far short of any reasonable standard of adequacy.

Section II analyzes the crucial matter of the national income, and of provincial and municipal revenues as a means of judging the provinces' abilities to finance education up to the standard advocated in the Canada and Newfoundland Education Association Survey Report. In terms of current public revenues, it is shown that a percentage about twice that at present would have to be spent in the country as a whole to attain the C.N.E.A. standard.

Under the heading, Equalization, we are given the disagreeable facts which show how a child's educational opportunities depend, except for the few well-to-do parents, on the particular community in which he happens to live. Rural schools are much more inadequately financed than are city schools, and the differences among the provinces are startling. The only solution, of course, is in the rich giving to the poor. Larger school districts go a certain length in this direction, but any approach to inter-provincial equalization must depend on some form of Dominion subsidy.

In times of economic stress, educational budgets are apt to be cut. As educational needs are much the same from one year to the next, it is decidedly unfortunate that the amounts spent on education should fluctuate so widely. This is the problem treated in Section IV on Stability.

The last section, Adaptability, deals with the ability of educational facilities to adjust themselves to changing needs and discusses a number of matters ranging from local initiative to larger school units. The adapt-

ability criterion of educational quality is an important one, but difficult to measure statistically.

Public education is not a profit-seeking business. Its returns are not to be measured in dollars and cents, but consist of the intangible benefits which a better-educated people will produce in the future. In any one year the national income of Canada is just so much. If a larger percentage of it is spent on education, less must be spent on other things. The advantage of spending more than we do on education is the reasonable hope that the public works we may have to forego now will be more than offset by the higher national income that a better educated people can produce in the future. And in addition, we have those more elusive benefits connected with the fuller life which education brings.

Dr. Argue has assembled facts which should make Canadians feel ashamed. He and others like him must convince us that it is an extremely short-sighted policy to maintain our present niggardly attitude towards education.

H. W. HEWETSON.

ORDEAL—BY THRESHERS

BY BARBARA VILLY CORMACK

*Today I pray for every little bride
With threshers at the door;
That she may have things ready when they come,
Enough, and more.
The roast well done, the meat all nicely sliced,
The table spread, potatoes boiled and riced,
The bread all cut, with gravy made and spiced,
Tea brewed, to pour.*

*Today I pray her woodbox may be full,
And fires burn bright,
That all her cookies, pies and cakes may be
Dreams of delight.
Be dishes ever full, though much they're passed,
May nerve be strong and may her temper last,
And, in a panic, may her clock be fast,
To spare a fright.*

*That she may feel no sinking at the heart,
No shock nor fear,
When the first jingling harness in the yard
Tells her, "They're here!"
That, as she fills up bowls, hard at the run,
And cuts up pie,—cook, hostess all in one,
That she may sigh, "This may be quite good fun,—
Another year."*

THE NEW TRAIL

A Quarterly Report of Campus Activities

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Editorial

Smashing the Circle

The reluctance and refusal of universities the world over to enter into the field of teacher training has long since been proved an historical error of the first magnitude; but nowhere in Canada, and in extremely few places elsewhere, has there been any attempt to set matters right. Besides, as time has passed, the Normal Schools have naturally developed their own vested interests and set up their own propaganda. That Teacher Training in Alberta has now been entrusted to the University is both a tribute to the initiative and courage of the present Minister of Education, the Honorable Mr. R. E. Ansley, and of his predecessor, the Honorable Mr. Solon Low, but also an indication of confidence in the Faculty of Education that must serve as an inspiration to the entire University. Moreover, the new departure may definitely be counted the most important single development in the history of the University during the last twenty years.

It is for that reason that *The New Trail* appealed to Mr. Ansley for an article on this subject. He was good enough to assure us that it would be written, and pleased us by assigning this task to one of our own graduates, Dr. W. H. Swift '24, Chief Superintendent of Schools. At last we may rest! for this matter has been on our minds for nearly two years while the scheme was being discussed and inaugurated. Dr. Swift's article, also, is clear, direct, unassuming, and important in the history of *The New Trail* and of the University.

We should like at once to emphasize that the new arrangement implies no criticism of the Provincial Normal School staffs; they were victims of the historical error. It was not their fault that remuneration for public

school teaching was low and that Normal Schools lacked, among young people, the prestige of the University. They have been caught up among remorseless difficulties in an heroic attempt to man the schools effectively. Their vindication is implicit in the fact that the entire staffs have been taken into the University where we welcome them as a source of new strength.

It is a vicious circle that involves the teacher in public schools: his meagre training does not entitle him to a high salary, and his low salary does not justify expense on better training. Further, it is extremely difficult to convince the public of the desirability of spending money for remote or intangible profits. Indeed, we may almost say that our unwillingness to spend money on education is a proof that we ourselves have not been properly educated. Until people have been properly educated, they will not spend money on schools; but they cannot be properly educated unless more money is spent on schools—and so the dizzy circles run creating nothing more important than an observer's headache.

The fact is, of course, that nobody can say that if Education were given unlimited means, it would infallibly lift the general level of mankind, for, like Christianity, education has never really been tried. Nor can we say that the general improvement in the lot of mankind, evident as we look back over the centuries, has been due to a steadier flame in the lamp of learning. Nevertheless, if we happen to be either Christian or democratic in our beliefs, one of our basic tenets must be that of the perfectability of man—and it is hard to conceive of any other tool to that end so ready to hand and so adaptable as mass education. Anything, therefore, which improves that instrument or makes possible more skilful use of it, is necessarily good. And it is unthinkable that a sincere effort to improve the minds of all and to speed the able should not, in fact, better the lot of man. Nor is mental improvement the sole care of Education. We may find, if we ever really spend generously on schools and teachers and equipment, that we shall largely re-imburse ourselves from funds no longer needed for reformatories, asylums, unemployment relief, and gaols.

If a circle is to be broken, it may not matter which particular segment is attacked. The Provincial Government has previously shown a steady devotion to the improvement of the schools; it now attacks the segment of teacher training. The University is permitted to substitute two years for the usual one year of Normal School work; but we may be sure that quality of training is no less important than its duration. We are confident that the new Faculty of Education in which Normal Schools and University combine their resources and their talents, will quickly destroy one segment of the vicious circle.

The Stretch-out in Education

We should like to underline the importance of Professor Lilge's "Time Study."

The first question to be asked will, of course, concern the validity of his findings, but all doubts must be set at rest by his shrewd use of applied psychology upon the seven students who volunteered to keep a record of their time. That these records are accurate is evident to the hastiest examination, since for weeks at a time some individuals admit having done as little outside work as possible. Before tests and examinations, the hours increase. In short, an inspection of individual records which we have no space to print, will show that this material has been submitted with as strict an honesty as is ever likely to show in human affairs.

The "Time Study" shows great variations in the time and effort required for various courses which yield the same credit. Where all courses are required, and none are elective, such a condition may not matter greatly; but in faculties like Arts, where many electives are possible, equal work for equal credit ought to be a basic policy. Such a time study as Professor Lilge's would reveal how closely we adhere to such a policy.

The "Time Study" is silent concerning the number of courses taken by Mining Engineers in their last year. Even though some of these may be half courses or courses lightly weighted, eight seems excessive. Ourselves having no skill in juggling, we have often wondered how students can manage to keep five courses moving simultaneously, but eight would seem to call either for ruthless elimination of trimmings or for the addition of another year of time.

We shall not attempt to discuss Professor Lilge's findings in full, but we cannot neglect the fact that instructors expect from students in this group a working week of 56.6 hours. That is, a seven day week of eight hours per day. Even in industry and physical labor the vicious and indefensible stretch-out defeats itself—in the University, a demand for 56.6 hours brings a response of 50.7 hours. How much better it would be to demand forty hours and inspire fifty! For, as Professor Lilge points out, "Most of the time that was devoted to lecture courses was used in reviewing notes, leaving little or no time for outside reading or assigned problems."

Surely this is a condition which demands correction. The most important element of student life is leisure; or, as Whitehead has it, "A student should not be taught more than he can think about." The essence of teaching is emphasis and selection, a principle which should be remembered in all estimates of study time and all assignments. If in a fifty-hour week a student has not time to do more than scramble through lecture notes, education and training defeat themselves, and the public accusation of the half-baked graduate is correct.

We feel, therefore, that the "Time Study" deserves study. It deserves study by other faculties than that of Applied Science. Are there students in other faculties so overburdened with laboratory courses as rarely to get

an afternoon in the sunshine? Are there students so overburdened—and over-bored—with thin and unnecessary lectures as to have all their senses dulled? It is an age-old cry of instructors that students won't work or that their work is hasty and unsatisfactory; is it possible that reasonable demands would please instructors with better results at the same time that they afford students an opportunity for leisure and growth?

If leisure is an important element of student life, it is equally necessary to scholarly life. In the years immediately before us, there will be many and important demands upon the time of all instructors in the University. From Professor Lilge, the staff also may take a timely warning. Without leisure, without time for ample reading and research, no teacher is likely to walk into his classroom full of kindly fire; and no new fires will kindle from the cold ashes of yesteryear. There may be many time-consuming services that should now be eliminated, however desirable they may be in themselves, if their elimination will provide a little space to breathe to many who are overworked. To specify any example would seem invidious, nor do we know the full justification for each and every demand upon professorial time; but it will not be amiss to point out that if we have learned anything from the years of war and acceleration, it is that good work cannot continue to be done by instructors wearied and harassed by many duties. We must seriously concern ourselves, therefore, to protect equally the precious lazy hours that yield so much in student growth and those that yield research and classroom inspiration. The University does not exist to keep students busy, but to educate and train them; and we shall never either educate or train them if we devote ourselves to keeping instructors busy. Busyness and education are incompatibles; they are mutually hostile.

L'Universit : C'est Moi

We had the singular good pleasure during the summer of dragging the Old Professor to the top of Sulphur Mountain. He huffed like a porcupine and he blowed like a porpoise, but with the help of his old cane and frequent rests to admire the scenery, he managed the climb with sturdy doggedness and not too much irritability. His discovery of the fact that the Editor is a perfect ignoramus in matters geological—"and many more besides, lads"—gave him an opportunity to instruct; it placed him in his element even at seven thousand feet, and he discoursed on the upsqueeze of rocks with as much familiarity as if he had been there and witnessed the entire process.

We had barely reached the Observatory at the summit when a splendid young man in the uniform of the Royal Canadian Air Force turned from gazing at the magnificent panorama of rivers, lakes, and mountains; his face lit up and he exclaimed, "Good morning, Professor!"

The Old Professor gazed intently at him, "Wait a moment, wait, don't tell me—You're one of the—the MacIvors. Let me see, let me see: you're

MacIvor the third. No, just a moment, MacIvor the fourth. MacIvor the third was brilliant—you aren't brilliant, are you?"

"No sir."

"And I suppose I held him up against you, did I?"

"Yes sir, you did."

"Hmm—that's bad. I apologize; I'm very sorry."

"Oh, that's nothing, sir—Graham was always gabbing about you too."

"Eh—how dare you! Do you mean to say that I—I—gabbed?"

"Yes sir."

The stern old features broke into a perfect rainbow of pleasure. "Oh, I do remember you now; you always were a stubborn rascal, unpromising; you would stick to a thing through thick and thin—but it was Graham who could make me change my own settled opinions—there's quality in your family."

"Yes sir; you used to say so."

"Dear me, dear me, I'm just—gabbing—again?"

"Yes sir."

"Hmff—well, do you know this man? This is the Editor of *The New Trail*. Did you see *The New Trail* overseas?"

"Yes sir."

"And did you like it, read it from cover to cover?"

"Yes sir—of course reading matter was sometimes scarce; you would read any rag from home."

The Old Professor beamed, "That's the true MacIvor touch! I don't know what this University would do without the MacIvors. There has always been a MacIvor here, this lad's father, Dougald MacIvor, who married Nellie Kupchenko, and a couple of his brothers, and now four of the younger generation—"

With some amusement we interjected, "Here? Does the campus include Sulphur Mountain?"

"Of course it does!" exclaimed the Old Professor, rather testily, "It includes mountain and plain, the lone sheiling and the wild waste of waters, prison camp and battle cruiser and bombing plane and hearth and home and—Doesn't it, MacIvor?"

"Yes sir," said MacIvor Fourth.

"Well, now, tell me: Are there any more MacIvors to come?"

"Yes sir, there's John. He has just had an A rating in Grade IX."

"Good! But what shall we do in the meantime?"

"Well, sir, I'm coming back to finish up; and Donald wants a refresher course in Medicine."

"Splendid! And what about Graham?"

"Graham isn't—coming back, sir."

The shock was severe. Long afterwards on the homeward trail, the Old Professor remained silent or chuntered along in his testy way about his feet, his knees, the heat.

Flak over Emden! How unreal, how impossible it seemed in the piney slopes above Banff!

"I rather resent all this," we remarked finally. "You ought to be able to get away from the University somewhere, and I should have thought a mountain top—I've heard you speak of meeting Alberta boys at the British Museum, in Mexico, in all sorts of odd places—is there no way to escape from it?"

"No," said the Old Professor.

"But it means that you can never get a holiday, as other men do; it means——"

"I don't mind," said the Old Professor.

"But why is it, why is this thing so—so inescapable?"

"Because I *am* the University."

The pines were fragrant, chipmunks and squirrels chattered along the way, our own knees turned to rubber. We do not pretend to understand the Old Professor always or completely, not ourselves having the "quality" of a MacIvor or that youthful intelligence to which it is not words that speak, but spirit; but in the nature of things manifest there were two, and these as firm and certain as the upthrust rock we trod upon: that the Graham MacIvors, brilliant, are dear to the University, and the MacIvors Fourth no less dear.

Moreover, it was evident that, being universal, the University cannot escape from itself. It is not a thing made with hands and therefore chained to one spot of earth, however enchanting, but a thing that knows no limits or confines of time or space because it is built with minds and hearts.

The Editor Says:

Professor Hewetson's review of Dr. Argue's *Wealth, Children and Education* is peculiarly timely in this issue in which Dr. Swift discusses the new system of teacher training in Alberta. We are especially pleased that an economist looks upon the shameful conditions of the educational world and take no refuge in the shibboleths of supply and demand, scarcity and production and wealth.

A faithful alumna, Mrs. F. S. Mudiman '26, volunteered a most acceptable report on the Banff School of Fine Arts which eased our conscience—we had neglected this important part of the University this summer.

We are grateful to the War Records Committee for permission to use some of the pictures taken by the National Film Board to show the University at war.

Walter B. Herbert, B.A. '21, LL.B. '26, is Director of the Canada Foundation, a new organization "rolling up its sleeves" to the job of genuine assistance for Canadian art. When we asked what the Foundation was all about, we got back the breezy and vigorous article, "Art Without Starva-

tion," which we are glad to print without altering a comma. The Editor was born, alas, before the Twentieth Century set everybody free from inhibitions, and must admit to a twinge or so in the prim regions where purism and preciousness dwell; but, for the most part, we have so managed to keep up with the modern spirit that we toss a figurative hat in the air on reading this article and yell, "Hoy, this is good stuff!"

Another article of which we would not alter a syllable is Ara D. Elsey's "Baldy: 1900-1943." No doubt a teacher of English composition, one of those dull, formal, precise, and uninspiring hacks we hear about but never see, could find opportunities in this article for red ink or blue pencil; but the sole editorial competence we can claim is that we know when revision and "improvement" become impertinence. And this story of Baldy is, in our opinion, the real thing, manly, restrained, throbbing with the spirit of things real and genuine. It will be a strange person who can read it aloud without a husky or a breaking voice. Would it be too much to hope that some day there will rise on the grounds of the University or on those of the Provincial Buildings a monument to the horse, the cayuse, that made possible for good or ill the life we now know.

The prestige of *The New Trail* grows at a shocking rate: we have now been recognized as a "press." We shall therefore begin a new department and print official University press releases "straight from the horse's mouth." These will also relieve The Chipmunk of materials too heavy for his slender build.

We have exercised our wits to find a corner in which to print Allen Ronaghan's suggestion for a new Canadian flag—and finally had to squeeze out the quarterly report of the Friends of the University. Mr. Ronaghan is a Senior in Education. Readers will remember his "Canadian Art Leaves the Attic" in our April number. His flag has good symbolism and appeal.

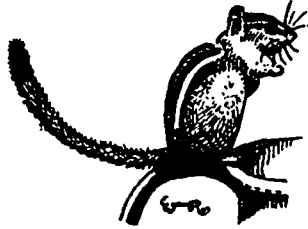
O. Paul Thomas, B.Sc.(A) '37, is Head of the Veteran's Administration in Edmonton. We are delighted to have his very timely article on counselling.

Anything that our favorite anatomist cares to say about the human scene is worth listening to: we present R. F. Shaner on *William Penn*.

One of our Trail Blazers in July was Lieutenant Colonel E. W. Cormack, O.B.E., B.Sc.(A) '25. His wife, Barbara Villy, B.A. '24, has not been content to leave all the honors to her husband. With her permission we reprint "Ordeal—by Threshers" from *Seed-Time and Harvest*, a chapbook published by the Ryerson Press. The unpretentious charm of these poems is delightful and appealing.

* * * * *

In our last issue we said that Professor McCracken, newly appointed to the Department of Philosophy, had been lecturing at Queen's University, Kingston. The fact is that Dr. McCracken comes to us directly from Ireland, and we regret our error.



the chipmunk

"'And so, my fellow-countrymen, today I report to you that your sons and daughters have served you well and faithfully with the calm, deliberate, determined fighting spirit of the American soldier and sailor . . . They are homeward bound . . . *Take care of them.*'" Thus General MacArthur from the deck of the Missouri, speaking clearly across thousands of miles of silence."

With this quotation and these words, the September Chipmunk, written by Dr. Sheldon, opens. And we have felt it incumbent upon us in this issue of *The New Trail* to show in what ways the University is preparing to take care of its returning sons and daughters. But the task is too great, and we have left it to Lt.-Col. E. H. Strickland and to Dr. A. J. Cook to speak of their own work. Both men are entitled to the deepest gratitude of the veterans and of the University, as is D. E. Cameron whose place as Adviser to returned men Dr. Cook has taken during Mr. Cameron's absence. It is expected that Mr. Cameron will return from an imperatively needed rest in time for Dr. Cook to take up his teaching duties.

The inquisitive Chipmunk was not content, however, to leave the question entirely to these others. He has bobbed up from time to time to have a look at the veterans being advised, and he frisked along, with the best companion in the world, to 109th St. and the Toonerville Trolley to see with his own eyes the homes being erected for married veterans. The first sight was depressing indeed, but when we came to apartments that were nearly finished, we were pleased. They are really attractive, and we hope there will grow up a community life in them that will be dear to long memories. They will not be ready in time, but if any person is to be blamed in this year of shortages, freezings, and priorities, it is not Col. Strickland. Some of the veterans themselves have been at work on these buildings, speeding the day when they will be able to bring their wives and children near the campus while they pursue their studies. Meantime, some seventy-five veterans are in barracks at the University Rink where they use double-decker beds at twenty-five cents a night.

* * * * *

Shortages have also interfered with the preparation of Assiniboia for students. Some sixty rooms will be available, but no more. Pembina and

Athabaska will be fully occupied with Miss Mary Faunt as Warden of Pembina and Dr. F. S. B. Rodman as Warden of Athabaska. The latter appointment seems peculiarly appropriate, for Dr. Rodman will himself become a student of Medicine, having resigned his Professorship in Physiology.

The residences have been revealed again to mortal sight, for the Russian poplars in front of them are being felled. Athabaska is at the moment enchanting because of the crimson creepers reaching up in four columns about the central doorway. The Air Force fence is also being taken down, and the only important vestige of war time will be the large propeller, inscribed "No. 4 ITS," hung in the Pembina lounge. We are glad that it is to remain, an historical symbol, a reminder of old unhappy far off things that must not come again.

The old wooden sidewalks joining the residences with Convocation Hall are being lifted and concrete takes their place—in the nine o'clock rush there will be fewer torn heels and twisted ankles. Another new sidewalk is to join the Arts Building and 112th St. down that central drive that has not been necessary since the days when Dr. Tory drove up to the University with a spanking team of blacks. The rest of this roadway is to be filled in and grassed. A more necessary piece of concrete, in our opinion, would join the Print Shop with civilization. What the frequent slough of despond in that neighborhood must do to the tempers, shoes, and stockings of our friends who superbly print *The New Trail*, not to mention their roomers on the second floor, we dimly guess and dare not ask. Black earth has recently been hauled into that back alley, and we hope to see Mrs. Donnan and Maxine Denby cavorting in April and May among the flowers that bloom in the spring tra-la.

Nosing about the residences one day, we met several members of the new staff and wondered again whether it is some superlative gift of personnel selection that brings such splendid people to the University, or whether the right sort just naturally gravitate toward us. In particular, the new stores man, E. L. Mills, appealed to us and will appeal to students. To find that he had had experience as a quartermaster in the Army where, he said, "The customer is always wrong," seemed to set the final stamp of approval upon him.

The Air Force canteen behind Assiniboia is to be used as a drafting laboratory; but the need for space is so acute that the low kitchen part of it is having its roof lifted and will blossom forth as an additional classroom.

* * * * *

The New Trail sympathizes with the University in its desperate attempt to find more space. The *Gateway* is to be chased out of its old haunts in the Arts Building and into Athabaska, and it is said that most of the instructors in History and Mathematics will be sent scuttling off to the University High School building which was condemned for human occupation some fifteen years ago but which seems to have carried on with a sublime contempt for calumniators. University classes will be held there.

The University High School, in turn, moves into pleasant quarters in the Normal School Building, along with the Normal School, the Faculty of Education, and the Normal Practice Grade School. One of the most beautiful school buildings in Canada, commodious, pleasant, and airy, the Normal School is already overcrowded, and six new classrooms are being constructed in its basement.

The moment a cubic inch of space is vacated in the University, two or three other fellows move in: the School of Nursing just took a deep breath and expanded into the quarters in St. Joseph's vacated by the Faculty of Education; and with new advisory staffs for veterans, increased Registrar's staff, etc., the walls of the Arts Building bulge once more. It must be a solidly constructed building to be able act all these years like a bellows or a concertina, for the only sign of wear is at the entrance steps—or perhaps the mob of people trying to get in has exceeded those who made it. The steps at the north and south ends facing east have this year been re-laid, and the steps at the central entrance at the moment litter the landscape and reveal unlovely underpinnings while they wait the settlement of the Bricklayers' strike.

Finally, a new building that will relieve pressure on Garneau homes and permit students some choice of rooms there, is the new Nurses Home being erected directly west of the hospital on the road built by the Air Force to connect the Normal School and the drill hall. Little idea of the shape of this building can as yet be gained, but it is to cost between six and seven hundred thousand dollars.

* * * * *

This year the term of the Medical Faculty has been extended, with students registering September 17, two weeks early. The term will also last two weeks longer in the spring. The predominantly masculine Meds have not been deprived of delightful company, for the Normalites also registered early, and the campus blossomed with green and golden caps. On September 17, also, tutorial classes began in Mathematics and French for service men who needed a little brushing up before entering regular University classes.

In spite of quotas, some of which have not withstood the onslaught, enrollment this year is the heaviest in the history of the University. With the University now spread across ten blocks, an interval of fifteen minutes between classes has become necessary.

* * * * *

We regret to hear of the death of Dr. Harald Smith Patton who taught Political Economy at the University from 1919 to 1925. Dr. Patton was fatally injured in a bus accident at the Pentagon Building in Washington, D.C., on September first. He is buried in Arlington National Cemetery.

Dr. Patton graduated from the University of Toronto, served with the PPCLI in the first world war, and then came to the University of Alberta. After leaving us, he completed his work for the Ph.D. at Harvard and took a position at the University of Cincinnati. For the last sixteen years he

had been Head of the Department of Economics at Michigan State College. During the war he joined the American Army to take charge of payments to the troops in foreign currency. At his death he held the rank of Lieutenant Colonel.

He will be remembered in Canada chiefly for his study of the Grain Growers' Co-operative Movement. In 1936 he acted as Advisor to the Canadian Royal Grain Inquiry Commission. Students and staff members of the early twenties will remember his lively mind and kindly disposition.

* * * * *

Many students of recent years will be sorry to learn that Bill Hudson, Acting Head Janitor of the instructional buildings, has retired because of ill-health. He will be succeeded by Alex Petrie. Bill was champion featherweight of the Canadian Corps during the last war. He received in action a facial wound which brought on sinus trouble, a very painful affliction aggravated by our severe winters. Although he was frequently in great pain during the academic year, he was always cheery and bright and willing to undertake all sorts of extra chores to keep the place going. Somehow when students every once in a while start agitating for more "college spirit," we start thinking of people like Bill Hudson and Reg. Lister and Jessie Brown and Jessie Mitchell—and many others—who show a real devotion to the University that is steady and lasting down the years while generation after generation of "college spirit" froths up and vanishes into thin air. Bill's sense of humor came out aptly in the August Chipmunk which he wrote, and we shall long remember his final quip of pursuing the "educated dust" down the long corridors of the Arts Building. We are glad to learn that the University has secured a pension for him and hope he will enjoy long years of better health at the Coast.

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Why weather should seem a necessary item in this column, we do not know—but there it is! Well, then, this year the moisture seemed concentrated in the late summer, and the farmers managed to save a little out of their twice-burnt fields. September has been mostly dismal, but there have been days of breath-taking loveliness. There are few reds and crimsons in our natural autumn landscape, but gold enough for a full treasury. It must have been in some such year as this that our colors were selected, green and gold, and on a day when the world, like Edna St. Vincent Millay, cried out in anguish lest any slightest change should destroy the sheer perfection of things, "Let fall no burning leaf!"

Is it strange, then, or curious or unmanly to confess now that the long horror has passed, that the same prayer has been often and often, but with how dreadfully altered a meaning, in the heart of one grey-thoughted chipmunk of the trail through these bitter years. If, in the natural way of things, golden lads and girls must come to dust, we can accept all that; but war we never have accepted and never will. It is with deep thanksgiving that we realize now that the Honor Roll is almost complete and that few or none of the fallen golden leaves, golden leaves that have fallen in their springtime, remain to be recorded.

University Press Releases

July 10, 1945.

Mr. John Reymes-King, M.A., Mus.B., A.R.C.M., F.R.C.O., of Toronto, has been appointed Professor of Music in the University of Alberta. This is a new chair in the Department of Fine Arts now in course of formation at the University. This department will fill a major gap in the University's teaching organization, one which has assumed greater importance since the University undertook to train teachers for the new curriculum of the Provincial Department of Education, including music, art, and drama.

The Board of Robertson United Church have co-operated in bringing Mr. Reymes-King to Edmonton, by appointing him organist and choir director.

Mr. Reymes-King is a graduate of Cambridge University, where he was organist and choirmaster of Pembroke College and conductor of the Second University Orchestra. He studied also at Leicester University and the Royal College of Music, London. Coming to Canada in 1935, he joined the staff of McGill University Conservatorium, at the same time becoming organist and choir director of St. James United Church. Three years later he moved to Toronto, joining the staff of the Toronto University Conservatory, also taking over the organ and choir first at Knox Church and later at Metropolitan United Church where he now is. His CBC Network recitals have been heard in Edmonton. Since 1943 he has also been conductor of the Toronto University Symphony Orchestra.

After summer course teaching in Jamaica, Mr. Reymes-King expects to take up his work in Edmonton next September. He will offer immediately in the University of Alberta courses in the Faculty of Education leading to the degree of B.Ed. with specialist standing in music, and courses in the Faculty of Arts as options for credit towards the B.A. degree. He will also undertake to develop the work of the Western Board of Music in Alberta. Public contacts will include lecture-recitals in Convocation Hall and elsewhere, and over the radio.

Well known in both eastern and western Canada as a festival adjudicator and conservatory examiner, Mr. Reymes-King has been impressed by the musical interest he has found in Alberta and the possibilities of rapid development here. He brings enthusiasm as well as scholarship and experience to his new task. Mrs. Reymes-King is well qualified to support her husband's work. She studied the violin at the Royal College of Music, and handicraft, designing, and art at the Leicester College of Arts and Technology. They have one son, aged two.

* * * * *

July 11, 1945.

The Executive Committee of the Board of Governors met Monday afternoon under the Chairmanship of Honourable Mr. Justice Parlee.

The following resignations were accepted with regret.

Major Agnes J. MacLeod, R.R.C., R.C.A.M.C., who has but recently returned from overseas, resigned the position of Director of the School of Nursing to become Matron-in-Chief for the Department of Veterans' Affairs, Ottawa.

Major V. Ignatieff, who is still on active service in Europe, sent his resignation as Assistant Professor of Soils in order to be free to undertake other work.

Dr. Harold E. Johns, Lecturer in Physics, resigned this position to join the staff of the University of Saskatchewan and the Saskatchewan Cancer Research Commission. Dr. Johns will take up his new position in September and meanwhile is teaching in the University Summer Session.

Mr. David C. Appelt, who has been Chief Cataloguer in the University Library, is to become Librarian of the University of Saskatchewan early in September.

Miss Kathleen Foskett, Lecturer in Physical Education, is resigning this position because of her approaching marriage.

Mr. J. A. Carruthers, Chief Engineer of the University Power Plant, has reached the retiring age and expects to leave the service of the University September 15.

The Executive Committee approved a number of important appointments.

Dr. J. J. Ower, Professor of Pathology, was appointed Dean, Faculty of Medicine, to take effect September 1st on the retirement of Dean Rankin.

Dr. John Macdonald, who is succeeding Dr. J. M. MacEachran as Professor of Philosophy, was appointed Dean of the Faculty of Arts and Science. The latter appointment was made necessary because Professor George Smith, owing to indifferent health, feels it necessary to relinquish the Deanship of the Faculty of Arts and Science, though retaining his Professorship of History.

Dr. Walter H. Johns, Assistant Professor of Classics, was appointed Secretary of the Faculty of Arts and Science. This inaugurates a new policy in the University whereby, as the need arises, the administrative duties of the Dean's Office will be divided between two persons. The object is to make it possible to appoint outstanding scholars as deans without loading them with so many administrative duties as seriously to impair their scholarly work.

Dr. G. O. Langstroth, Associate Professor Physics, University of Manitoba, was appointed Professor of Physics, and will take up his work here September 1st. The Professorship of Physics has been vacant since the retirement of Professor Stanley Smith in 1940. The largely increased enrolment in prospect for 1945-46 made it necessary to bring the staff of all Departments up to full strength if possible.

Dr. N. Minish, who is this year completing his work with the Ninette Sanatorium in Manitoba, and who was formerly on the staff of the Department of Anatomy of the University of Alberta, has accepted an appointment as Assistant Professor of Anatomy for one year. This fills temporarily the vacancy left by the retirement of Dr. Evan Greene.

Miss Helen Barbara Stadelbauer of Calgary, Miss Bertha Newton of Medicine Hat, and Miss Mamie Simpson of Edmonton, were appointed to the staff of the Faculty of Education.

Dr. C. Sansom of Calgary, who was due to retire this spring, agreed to carry on another year because of staff shortage and was reappointed accordingly as Associate Professor of Education.

Mr. Phillip H. Godsell of Edmonton was appointed Director of the Folklore and Local History Project on a part-time basis in succession to Mr. Robert E. Gard, who held this position for the last two years and who has now returned to the United States.

Among other business before the Executive for consideration was a letter from Mr. R. E. Staples, Chairman of the University Hospital Board, asking permission to build the new Nurses' Home on University property. This was approved.

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August 28, 1945.

The following courses, not yet listed in the Calendar, will be offered by Professor Reymes-King for credit towards the B.A. and B.Ed.:

51. (a) *Choral Technique*. 1 hr. lect.
History of choral music, representative works from great choral schools, elementary conducting.
Text-books: Staton, *Sweet Singing in the Choir*; Colles, *The Growth of Music, I, II, III*.
- (b) *Elementary Aesthetics and Musical Criticism*. 1 hr. lect.
History of instrumental music, some reference to life and thought and other fine arts, musical form, recognition of styles, instruments of the orchestra.
Text-books: Stewart Macpherson, *Form in Music*; Scholes, *The Listener's History of Music*; Jacob, *Orchestral Technique*.
- (c) *Music Laboratory*. 1-2 hrs.
Approved choral or orchestral activity, or attendance at the Appreciation Hour, preparation of short thesis or musical composition, or other approved practical projects.
Pre-requisites: Adequate musical talent; knowledge of elementary musical notation.
NOTE: The foregoing course may be taken for credit by the same student in successive years, new musical items and more advanced texts being assigned, and progressively higher standards exacted.

55. *Elementary Harmony and Counterpoint.* 3 hrs. lect.

Diatonic harmony in four parts, the style of Bach's Chorals in detail, and of other notable composers in fair detail; counterpoint in two and three parts in the style of the XVIth Century, especially the styles of Morley's Canzonets and Lassus' Motets; ear-training, knowledge of works.

Text-books: Stewart Macpherson, *Melody and Harmony*; Macmillan, *The Preparation of Ear Tests*; Quincy Porter, *XVIth Century Counterpoint*; Glen Haydon, *Introduction to Musicology*.

Pre-requisite: Western Board Grade VI Theory, or equivalent.

56. *Harmony.* 1 hr. lect., 2 hrs. lab.

Diatonic harmony in four parts and introduction to harmony in five parts, resolution of chromatic chords, style for various instruments, setting of words, elementary keyboard harmony, ear-training, knowledge of works. Laboratory work as in Music 51 (c).

Text-books: Stewart Macpherson, *Melody and Harmony*; Morris, *Figured Harmony at the Keyboard*.

Pre-requisite: Music 55, or equivalent.

NOTE: To accommodate students with special needs, Professor Reymes-King is prepared to approve, if the time-table permits, combinations of either harmony or counterpoint from Music 55 with Music 51 (a) or (b).

* * * * *

September 4, 1945.

During a visit in late June from Mr. A. S. Mathers, of Mathers & Haldenby, Toronto, consulting architects to the University, a plan for the teaching buildings east of the Mall was tentatively agreed upon. This essentially preserves the original layout of the Campus but with a more open arrangement of the buildings. These will be in four groups.

The Medical Building on the south, when its extensions are complete, will probably house Medicine, Dentistry, Pharmacy, Nursing, and Chemistry.

The Engineering group on the west, facing the Mall, will begin expansion with the construction of a chemical engineering laboratory on the site now occupied by the Infirmary. The latter temporary structure may be moved to the west side of the road behind Pembina Hall. Ultimately the main Engineering Building will occupy the central position on the east side of the Mall and, together with the North and South Laboratories, complete the Engineering group.

A new building for the Biological Sciences will face north, balancing the Medical Building on the south. It will house the various departments of the Faculty of Agriculture, as well as the Departments of Botany and Zoology. This building will have attached to it greenhouses for use of the Departments of Botany, Plant Science, and Soils, and animal houses for use of the Department of Animal Science.

Finally, the Arts group, facing east, will make up the fourth side of the block. The present Arts Building will remain the central feature, with the Administration Building and the Library extending south-eastward in echelon fashion, balanced probably by a Fine Arts Building (including a Museum) and a Provincial Archives Building on the north-east flank.

Plans are now being prepared for the Library, the first building projected. It will occupy much of the space crossed by the diagonal walk from the Tuck Shop to the Arts Building. That accounts for the cancellation of the arrangement to put a concrete walk there this summer. However, as soon as labor and materials can be secured, the construction of permanent concrete walks in other places will be proceeded with. The routing of these walks was done in consultation with representatives of the Students' Union in the hope that students will co-operate in using them rather than wear paths across the grass.

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September 5, 1943.

The Board of Governors of the University of Alberta held its regular quarterly meeting on September 4 under the Chairmanship of Hon. Mr. Justice Parlee.

The Chairman expressed appreciation of the services rendered to the University by the members who have retired since the last meeting, namely: Mr. R. A. Brown, Calgary; Mr. Alfred Farmilo, Edmonton; Mrs. Susan M. Gunn, Lloydminster; Dr. F. S. McCall, Edmonton; Dr. G. D. Stanley, Calgary. He also made appreciative reference to the appointment of the following new members: Mrs. Edna May Browne, Edmonton; Mr. J. C. Mahaffy, Calgary; Mr. Oliver C. McIntyre, Edmonton; Mr. H. E. Nichols, Edmonton; Dr. E. P. Scarlett, Calgary.

The Board received and accepted with regret the following resignations:

Dr. M. M. MacIntyre resigned his position as Dean of the Faculty of Law at August 31. He was on leave last year for the purpose of taking charge of his father's law business in Sackville, N.B. Owing to the continued ill-health of his parents, Dr. MacIntyre has found himself unable to return to the University at present.

Dr. F. S. B. Rodman resigned as Assistant Professor of Physiology and Pharmacology at August 31, in order to be free to complete his studies in the University of Alberta for the degree of M.D. Since he will be remaining here, the Board approved his appointment as Warden of Athabaska Hall for the next two years.

Dr. R. R. McIntyre, Lecturer in Orthodontia, who has been commuting from Calgary every week for some years in order to help out the Faculty of Dentistry during a difficult period, has expressed a desire to be relieved of this work at the end of the present calendar year.

Dr. A. D. Hogg, Assistant Professor of Mechanical Engineering, resigned at August 31 in order to be free to return to industrial work.

Mr. L. A. Thorssen, Assistant Professor of Civil Engineering, was granted a year's sabbatical leave from September 1, in order to pursue advanced studies in hydraulics at the University of Iowa. Professor Thorssen teaches mainly third and fourth year Engineering students, and it seemed wise for him to go now in order that he may be better prepared to handle the prospective large number of new Engineering students entering this fall by the time they reach his classes. Mr. D. R. Clandinin, Assistant Professor of Poultry, had, for similar reasons, been granted sabbatical leave to pursue advanced studies at the University of Wisconsin this year.

The Board was pleased to reinstate the following members of the staff who have just returned from war service: Mr. J. T. Jones, Associate Professor of English; Mr. J. C. Jonason, Associate Professor of Education; Dr. J. H. Whyte, Assistant Professor of Botany; Mr. E. J. H. Greene, Lecturer in French; Mr. L. G. Thomas, Lecturer in History.

In order to cope with the largely increased registration, particularly of student veterans, expected this fall, the Board approved the appointment of the following sessional instructors: T. Fostveldt and R. C. Jacka, Mathematics; J. M. Roxburgh, Chemistry; D. D. Levi, Physics; J. E. Gander, English; D. Bath, Electrical Engineering; A. Robblee, Poultry. All the foregoing are recent graduates of the University of Alberta, with the exception of Mr. Levi, who graduated from the University of Manitoba in May, 1944, with the University Gold Medal in Science.

Miss Helen E. Farquharson was appointed Library Cataloguer from October 1, 1945, to replace Mr. D. C. Appelt, who has just left to become Librarian of the University of Saskatchewan. Miss Farquharson graduated from the University of Toronto with First Class Honours in Classics, and subsequently obtained a teaching certificate from the Ontario College of Education and the degree of Bachelor of Library Science from the Ontario Library School in Toronto. Latterly she has been on the library staff at Queen's University.

The Board received gratefully a gift of \$200 from the Alberta Dental Association to help the Faculty of Dentistry organize refresher or other courses for men returning from active service. Two new scholarships of the value of \$100 each, to be known as the Robert Gardiner Memorial Scholarships, were reported by the President as offered by the United Farmers of Alberta, and accepted with much appreciation.



Hush-hush—War Research



Zoology 1

Taking Care of Veterans

BY E. H. STRICKLAND

The University is all set for the reception of nearly 400 veteran students this fall, in addition to its regular registration, while it is faced with the prospects of the further enrolment of an unknown number in January, 1946, when the first year is to be re-started for the benefit of ex-servicemen who are not in a position to enter in September.

These January registrants will continue their studies well into the summer in order that they may be able to enter the second year by the following September and so "save a year" by the time they graduate.

Since it is definitely not to the advantage of veterans who are unable to enrol by January to attempt to save a year through June registration, enrolment at that time of the year will be restricted to those who wish either to ease the first year load or to take advantage of an opportunity to obtain one or two additional courses by attending a summer-school session.

It is realized that many ex-servicemen are in danger of entering the University under a severe handicap due to the time which has elapsed since they graduated from high school. For this reason, all have been invited to come here two weeks ahead of the date on which regular courses commence, and to spend that period undergoing a somewhat intensive course of tutorial instruction, reviewing high school material of which a thorough grasp is essential to successful work in regular first-year University courses. It is hoped that, by this means, any such handicap can be greatly reduced even if it cannot be entirely removed. The number of veteran freshmen who have applied to the University for this instruction indicates that they, too, are in agreement with us as to the value of this added assistance.

The enrolment of a large number of married students in the University has introduced a problem which is new in the history of the Campus. Furthermore, it has come at a time when solutions to housing problems in the City of Edmonton are of unprecedented difficulty. Few veteran students can make definite plans to live permanently in the city and to look around for homes of their own. Still fewer, and this applies in particular to those with families, can obtain temporary accommodation in private houses. The Government educational grant, though adequate in all respects in the case of unmarried men, will not support a family elsewhere than in the city while the husband is in attendance at the University. Besides, this is not the way in which to reunite a family already too long separated by the exigencies of National duty. For a wife who has just come to this country to start a new life with the man of her choice, separation is unthinkable.

This impasse has been faced by the provincial Government, in conjunction with the City of Edmonton. One hundred and forty suites are in process of construction for the accommodation of out-of-town married veteran students. These promise to be delightful little homes, despite the fact that they started life as army huts. There are, however, two par-

ticularly unwelcome flies in the ointment. VJ day, while it was greeted with unreserved relief, broke with a suddenness which entirely upset our calculations, for it resulted in an unpredictable rush of married veterans for enrolment in the University. Our promised 140 suites will hardly accommodate prospective applicants for them. This has necessitated the establishment of a definite "priority" list, based upon the urgency of individual requirements. Here, it is not a case of "first come, first served." All too often, the later arrivals are the most deserving of consideration.

The second of these flies is that very few of the suites, even under the most favorable conditions for construction, will be ready for occupancy by registration day. Here, the University has come to the rescue. Married veterans, of course minus their families, will have to revert to "Service" conditions of living, to the extent of sleeping in double-deckers in temporary "dormitories" established here, there, or elsewhere throughout University buildings, until such time as each individual can be advised to gather his family around him and to take possession of his newly completed home.

One may be inclined to ask why these suites were not ready and waiting for occupancy by registration day. Plans, indeed, were well and truly laid for their completion by m.d-August, but who, in these days, has not heard of priorities, or of actual shortages of certain all-essential materials which can hold up all construction for the time being? And who has not heard of shortage of labor? In attempts to secure materials, wires, long distance calls, air and ordinary mail have crossed the Dominion in profusion. As a result, progress in the construction of accommodation for veteran students, though delayed from time to time, has been maintained. As an alleviation of the labor shortage, a number of prospective tenants are now busily engaged as day laborers, or as suddenly blossoming expert carpenters or drain-layers, speeding the day on which their homes for the next few years will be ready for occupancy. The superintendent of works at the project says that such energetic workers are not too commonly discovered. You will agree, however, that there is an excellent reason for such industry when each day's work speeds the reunion of a family whose lengthy separation was one part of the price demanded when the young men of Alberta answered the call of duty.



Welcome Home

By A. J. COOK

The University Campus is a busy place these days with an air of Post-war change about it. There is talk of the new building programme about to be launched, with the Library and Administration building first on the list. One sees workmen making new walks, repairing roofs, and refitting buildings. These are but signs that VJ day telescoped time in University matters, as in everything else. Teaching and staff appointments have been and are being made to meet the sudden growth of the student body. Everyone from the President to the newest janitor is keyed for impending and rapid change.

To those in the services or on other war duty there must be a natural anxiety as to what one can expect on return to the Campus. The situation may be briefly characterized by saying that every effort is being made to "accentuate the positive" and to "eliminate the negative." One can see it in the comment of one of the University service staff, who when warned that the work which she would have to undertake would be hectic, replied, "I like it hectic."

The pattern and detail of the re-establishment of the University to a peacetime footing is at this date of writing extremely fluid. In the effort to meet the demand for education, the University is admitting students in January (to first year courses) and again in May (for Summer School study). The present September enrolment is unprecedented, and many service men (and some women) are entering the special Veterans' high schools to prepare for entrance in January and in September, 1946. Also many who interrupted University studies to enlist are seeking discharge from the services to resume their studies.

It is not possible with the available staff and facilities to offer courses beyond the first year in January, 1946; for instance, a student in second year Applied Science would be unable now to enter his course until September, 1946. But no former undergraduate should assume that he cannot have University service without making an enquiry. Thus in the case of the student cited above, the Dean of the faculty will probably have positive suggestions to make about refresher work, employment possibilities, etc.

The University has appointed D. E. Cameron, formerly University Librarian, as Adviser to Student Veterans, and enquiries regarding your particular problems should be sent directly to him.

University Honor Roll

These are they whom we delight to honor

AWARDS

Distinguished Service Order

Major Douglas Haig McIndoe, RCA, B.A. 1939: June, 1945.
Major Bruce Fraser MacDonald, RCA, B.Com. 1940: June, 1945.

Military Cross

Lieutenant Ernest Morgan Keith MacGregor, RCA, Applied Science
1941-1942: July, 1945.

Order of the British Empire

Major Dennis McNeice Healy, RCA, B.A. 1931: July, 1945.
Captain Andrew Welsh Lees, RCE, B.Sc. 1938: July, 1945.

Distinguished Flying Cross

Flight Lieutenant Keith S. Goodman, RCAF, Administrative Staff:
August, 1945.
Flying Officer Jack James McIntyre, RCAF, B.A. 1934: July, 1945.
Flying Officer Thomas George Tustin, RCAF, Applied Science 1938-42:
June, 1945.

Member of the British Empire

Major Clarence S. Campbell, RCA, B.A. 1924, LL.B. 1926: June, 1945.
Major Kenneth Andrew Connal Clarke, RCA, B.Sc.(A) 1938, M.D. 1940:
July, 1945.
Major Harold Sanford Hodgins, RCA, Arts 1930, Education 1940: July,
1945.
Major John Templeton Hugill, RCA, B.Sc. 1939, M.Sc. 1940: June, 1945.
Captain Clarence Edward White, B.A. 1924, B.Sc.(M) 1927: 1945.

The Purple Heart

Captain Robert John Morrow, U.S. Army, M.D. 1925: 1945.

Bronze Star Medal

Major Francis Severin Johnson, U.S.A.A. Corps, B.Sc.(A) 1940. July, 1945.

Decorated by the King at Buckingham Palace

Major Donald Forbes Cameron, RCA, Medicine 1938-1941: July, 1945.
Major Kenneth Andrew Connal Clarke, RCA, B.Sc (A) 1938, M.D. 1940:
July, 1945.

Mentioned in Dispatches

Lieutenant (E) Donald Walter Clarke, RCNVR, B.Sc.(A) 1941, M.Sc. 1943:
July, 1945.
Captain Patrick Gerald Costigan, RCAMC, B.A. 1938, M.D. 1943: July,
1945.
Wing Commander Eric Duggan, RCAF, Commerce 1923: June, 1945.
Captain A. S. Findlater, RCA, Applied Science 1939: June, 1945.
Captain J. R. MacKenzie, RCASC, Applied Science 1939-1941: June, 1944.
A/Major Cecil Leslie Pearson, RCAMC, M.D. 1938: June, 1945.

CASUALTIES

Killed in Action

Flying Officer Richard Henry Appleyard, RCAF, B.Sc.(Phm), 1942.
Lieutenant John Bright, Medicine 1939: 1945.

Flight Lieutenant John Frederick Filteau, RCAF, Commerce 1936-1938.
 Lieutenant Robert Ross Gammon, Royal Winnipeg Rifles, B.Com. 1942: March, 1945.
 Captain Thomas Farrell Greenhalgh, RCE, B.Sc. 1941: April, 1945.
 Sergeant Lloyd George Hinch, RCAF (Science Mount Royal College 1942-43): April, 1945.
 Gunner Richard McBain Howey, RCA, Applied Science 1938-1940: August, 1944.
 Flying Officer Frederick Hansell Irwin, RCAF, B.Sc.(A), 1941.
 Captain Edmund Wingfield Burton O'Meara, Calgary Highlanders, B.Com. 1941: February, 1945.
 Private Robert Smith Shanks, RCOC, Applied Science 1940.
 Ivan Winston Smith, RCAF, Medicine 1932-1934.
 Wing Commander Patrick Henry Woodruff, RCAF, D.F.C., D.S.O., Pharmacy 1935.

Reported Deceased

Captain Robert Finlay Gibson, B.Sc.(A) 1936.

Presumed Dead

Flying Officer Ian Robbie, RCAF, Applied Science 1939-1941: June, 1945.
 Flying Officer Robert Aubrey Thorne, Applied Science 1940-1942: August, 1945.
 Flying Officer John Henry Wilson, Agriculture 1939: June, 1945.

ENLISTMENTS

The War Records Committee is grateful to those readers who have been good enough to furnish information for the Honor Roll. In order to make our final records complete and accurate, the Committee renews its request for assistance and particularly hopes that service men and women and their next-of-kin will report additions and corrections to the Assistant Registrar, University of Alberta.

The following names have been added to the Honor Roll since July, 1945; in several cases the persons mentioned had been serving for some time previously.

Navy

Campbell, Archibald Weldon
 Clay, Stanley Burnham
 Dau, Harvey Phillips
 Fallow, Alexander
 Jacques, Murray Lindon
 McFarland, Harold Douglas
 Reilly, Patrick Thomas
 Simonton, Robert Grant

Air Force

Cherniwchan, J. M.
 McLean, Wilfred Oliver
 Smith, Harold Gordon
 Taylor, William Glover

Army

Atkins, Walter Falahy
 Bickell, David Earl
 Hutchinson, Douglas Charles
 Inglis, Hugh Frederick
 Mead, Margaret Beryl (CWAC)
 Michie, Mona (CWAC)
 Smith, John A. L.
 Weir, Gordon Robert

U.S. Army

Alaoglu, Leon
 Morrow, Robert John

For Merit

D. E. CAMERON

University Librarian, 1920-1945

It is a pity that the new Library, so long hoped for and talked of and now at last being planned, has not come in time for Mr. Cameron to preside over it for at least a year or two. One would like to have seen him and his books in ampler quarters. He has had many and increasing difficulties to overcome, and, if even his resourcefulness could not overcome them, to put up with. During his term of office the population of the shelves has multiplied fourfold, and the space in the stacks and reading-room has grown ever more inadequate. But no man could have made the present Library serve the needs of students and staff better than Mr. Cameron and his assistants, whom he has animated with his own patience and good humor, have done. He has never spared himself and has always taken the most generous view of his duties and opportunities.

Most approachable of men, he has let us all invade his office at any time to seek light on any subject from the Book of Job to American slang. An English lecturer puzzled by a reference in one of Lamb's essays to "the five points," another colleague wanting to know who first used the phrase, "l'esprit de l'escalier," or an Australian airman from the A.O.S. seeking to run down a passage he thought might be in Pliny: they and innumerable others, day in day out, have been made welcome to the resources of Mr. Cameron's scholarship and have been filled with envy at the sharpness of his memory. "You will find the passage about p. 200, near the foot of the right-hand page." If your question were not answered at once, you would probably find a note on your desk next day in sharp incisive writing and giving an exact reference. What song the Syrens sang, or what name Achilles assumed when he hid himself among women, are, we are told, puzzling questions, though not beyond all conjecture. If I were launched on such a strange voyage of exploration, my first port of call would be Mr. Cameron's office.

Under Mr. Cameron the doors of the Library have always stood open to readers from outside the University, to all "such as bring any competency of skill with them and leave thankfulness behind them." This hospitality has won the University many good friends.

Mr. Cameron has served the University and the community, not only by his work in the Library but also in a dozen other ways. He has been a valuable member of some hard-working committees both inside and outside the University: for example, the Committee which looked after the welfare of refugee children from England. Recently he has been acting as advisor to returned men who wish to come to the University. Everybody here knows with what full sympathy and understanding he has considered their difficulties and helped them to wise decisions. He has been a bonnie fechter for all good causes.

I must let it go at that and make no pretense to describe what we owe to his generosity and ability. We have all taken advantage of his kindness. For years we have been saying: "It isn't really fair to ask Cameron to do that,"—and for years we have gone on asking and have not been turned down. What is said here in *The New Trail* is merely a salute to him as Librarian, just a wave of the hand to him as he walks out of that untidy, friendly office of his at the end of the hall.

R. K. G.

LT. COL. ALLAN COATS RANKIN,
C.M.G., M.D., C.M., D.Ph., L.R.C.P.,
Dean of Medicine, 1919-1945

Definitely one of the builders of the University, Dean Rankin leaves his office and retires this fall. His experience both as a physician and as a person has been extremely varied. Indeed, within the immediate circle of the old guard he has always been known humorously as "The Count." This nickname sprang from his experience as Director of Public Health in Siam from 1909 until 1914 when he came to Alberta as Provincial Bacteriologist and Professor of Bacteriology and Hygiene. In addition to serving as a Public Health Officer in Siam, Dean Rankin has held a number of important posts which have considerably broadened his experience. In the First World War he served with the C.A.M.C. as Captain, Major and Lieutenant Colonel; and he was recalled to duty by National Defence Headquarters on the outbreak of the Second World War in 1939. From 1939 until 1944 he served as Director of Hygiene for the Canadian Active Service Forces. He was mentioned in dispatches and earned the C.M.G.

The breadth of his ability and quality of his talents has been evident in the distinguished success of the Faculty of Medicine of the University of Alberta. Our Medical School has consistently held the highest or A rating of the American Medical Association.

It is probably, however, for his personal qualities that Dr. Rankin will be longest remembered by whole generations of colleagues and students. He has always been quiet, modest, unassuming, most helpful to all in need, and gifted with a neat but lively sense of humour. If the good fairy of folklore were to accord us the granting of three wishes, one of them would certainly be that Dr. Rankin set down in print his memories of the building of the University and some account of the experiences of an extremely varied and useful life.

The Banff School

BY FRED A SMITH MUDIMAN

The hands of time turn back and the years roll away at the Banff School of Fine Arts, for here are Professors, class-rooms, time-tables, bulletin boards, and even home-work. Operated jointly by the Calgary Institute of Technology and Art and the Department of Extension of the University of Alberta, the school has held thirteen sessions and has expanded until now courses are offered in Theatre, Music, Art, Oral French, Weaving and Design, Leathercraft, Short Story, and Playwriting. For three years a Theatre Conference has been held, two sessions of a Writers' Conference have met, and next year an Art Conference is planned. The setting is ideal; courses are not too strenuous, classes can be combined with a pleasant holiday, and week-ends and evenings are free for recreation. Dormitory and dining-room facilities connected with the school simplify living problems.

Who attends the School? Young people from different parts of Canada and the western States, who wish to pursue their hobbies during their holidays. Teachers who wish to benefit by study while enjoying a holiday in the mountains—for Banff "credits" are recognized by many Departments of Education. Older people who are taking advantage of the opportunity to develop creative interests which have perforce had to lie dormant while they were occupied with business or family cares.

It is refreshing to see the younger students rushing about with their fresh enthusiasms: French students conscientiously eschewing their native tongue—drama students being dramatic *all* the time—hilarity in dormitory and dining room. Older students take their pleasures less strenuously—bus rides in the evening out to see the bears at the dump ground—the trip to Norquay Ski Camp with its magnificent view of the valley of the Bow—a visit to the beavers who have turned a verdant meadow into a swamp along the highway and who one evening almost completed a dam across the Bow—illustrated lectures on beauty spots in the Park and the Columbia Icefields.

A beautiful Auditorium on Banff Avenue houses the Weaving and Leathercraft classes and the various Theatre groups that are continually at work on the modern stage with its excellent lighting facilities or in the well-equipped Green Room. Other classes overflow to the Banff High School building down the street. It is hoped that before long all classes will be cared for in permanent buildings.

Weaving and Design and Leathercraft courses are conducted by Mrs. E. M. Henderson, Mrs. R. Sandin, and Miss Elizabeth Knox. Max Pirani lectures and demonstrates to students taking the Music course. The work in Oral French is under the direction of Albert L. Cru, who has a competent staff to assist him. Brought to Banff this year expressly to address the Writers' Conference was Dr. E. K. Brown whose *On Canadian Poetry*

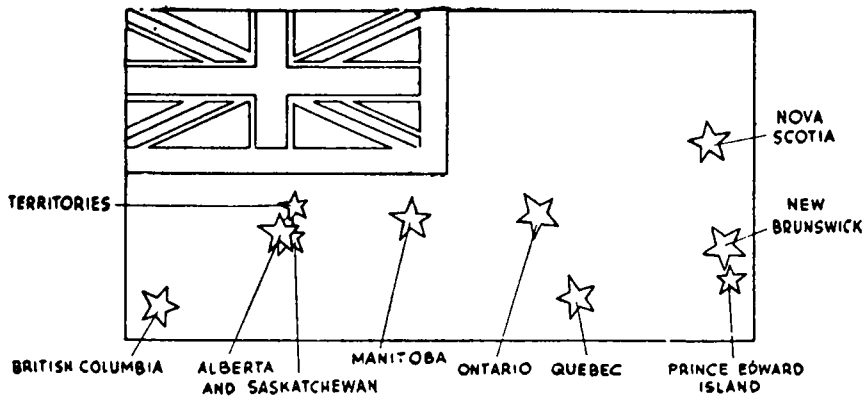
last year won the Governor General's Award. Students in the Theatre Division work under the expert direction of Joseph F. Smith, E. P. Conkle, Burton W. James, and Sidney Risk. The various Art classes are guided by A. Y. Jackson, LL.D., W. J. Phillips, R.C.A., James W. Macdonald, D.A., and H. G. Glyde, A.R.C.A. Much of the Art work is done out of doors at beauty spots in and around Banff.

Climax of the School is Festival Week when each group displays the fruits of its labor. The Music class gives a recital, a two-day exhibit of the Art classes is open to the public, Weaving and Leathercraft articles are tastefully displayed, and the Theatre groups do several new Canadian plays and one major production. Everyone gathers for the plays—those plays! This year a Calgary group produced a comedy, "The Bride." One evening was devoted to plays written last year in the Playwriting course. One, by Alan Fraser of Calgary, "To Meet the Chinooks," deals with the period at the turn of the century, and the locale is the Alberta Hotel, Calgary. An outstanding young Alberta playwright, Phyllis Alexander of Calgary, was the author of a second play which had for setting the front yard of an ordinary home on a summer evening as the family discussed the weather, the neighbors, and the problems of modern young people. It was reminiscent of Thornton Wilder. The third play on the same evening was "The Rainmaker," by Gwen Pharis Ringwood '34. It was based on the efforts of Charles Hatfield to "make rain" in the Medicine Hat area during the drought years. Choral speech was used very effectively in this production, something that has been in vogue for some time in the United States but which is as yet new in Canada. And the years do roll away!—attending the performances that evening were three Freshettes of 1920, interested in the stage performance of the daughter of one of them. The major production this year was "Gaslight."

It may seem odd that this cultural centre should grow up in a Province but one generation removed from the pioneer. But Albertans have always been a forward-looking folk. As they have adapted themselves to climatic and economic conditions, and entered upon a period of greater leisure, they are determined to develop and refine their native good taste. No course in Architecture is offered at the Banff School, but that the people of the Province have an interest in it is evinced in the building and remodelling of homes. Getting away from the old idea of "a tall house on a high hill," they are now putting up stucco bungalows near shelter belts; they are enlarging rooms, installing fire-places, widening windows. Colored calendars and family chromos are being banished, and they buy paintings—not of the Old Masters who drew a different way of life, nor sketches of misty moorlands across the sea, but pictures of familiar scenes in the clear, strong colors of Canada, pictures such as are being painted at the Banff School of Fine Arts.

A New Canadian Flag

BY ALLEN RONAGHAN



*Confederation in the flag by day—
Confederation in the sky by night.*

I submit for comment, criticism, or approval my design for a distinctive Canadian flag. The theme is simply, "Commonwealth and Confederation."

The Union Jack represents Canada's connection with the British Commonwealth of Nations. The "Big Dipper," with silver stars on a royal blue ground, represents Canadian Confederation. The Big Dipper occupies a prominent position in Canadian skies, and it bears a marked resemblance to the relative geographical disposition of the nine provinces. Reading from the top right hand, the four stars of the bowl represent the four original provinces of Confederation, Nova Scotia, New Brunswick, Quebec, and Ontario. The little star below the bowl represents Prince Edward Island. The star nearest the bowl in the handle represents Manitoba. The second, which is really a double star, represents Alberta and Saskatchewan which are spoken of as twin provinces since they entered Confederation at the same time. The little star above the twins represents the Territories. At the end of the handle appears the star of British Columbia.

Canadian voyageurs, like men of all ages, have used the Big Dipper to locate the North Star—the Dipper points north, and so does Canada's growth and development. The Dipper is a single constellation—and Canada must out of variety and diversity build unity and strength.

Alumni Notes

With the Locals . . .

A hearty welcome to the newly-formed VICTORIA Branch! Back in May about twenty of the B.C. capital's alumni got together, decided that it was time they organized, and promptly did so. Executive members were named in the persons of: Mabel Conibear '30, '32, president; G. H. Marr, Applied Science 1925, vice-president; R. C. Blodgett '33, 2580 Bowker Ave., secretary, and Edna Patrick '39, 1242 Fort St., treasurer. These promptly set about the business of devising a constitution and of preparing a roster of some 75 local Univalbertans. During the summer two members who were in Edmonton picked the writer's brains for suggestions so that the group seems "all set" for operations. In case any alumni of the coast city have been missed, they are urged to associate themselves with, and support, those who have taken the initiative so that the U of A will be well and truly represented on the Island.

Toward the end of June, Frank Peers '36, '43 of the Department of Extension paid a visit to the TWO HILLS group and gave an enjoyable talk on community work to about thirty eager listeners. Mrs. Joanna Young '34, the capable secretary, remarks that the attendance would have been larger had not a local wedding dance proved a counter-attraction. She also referred to a very worthwhile project on which the "Two-Hillers" are working, namely the setting up of a scholarship for a local matriculant whom, she says, "you will meet at the fall session, we hope." . . . There must be many other centres in Alberta which could emulate the activities of this lively group. How about it?

Alumnae and alumni . . .

To signalize the return of many fellow-graduates to civilian life, I am going to absorb their names under this heading as I feel they would wish me to. However, before setting out on my gossiping way, let me urge all returnees, releasees, discharges (or whatever the powers-that-be may call you) to report in Room 239 of the Arts Building so that your return to civilian life may be noted. Kay Smith '45, custodian of the records, is here to make the notes; and unless I'm teaching, I'll be glad to share in the greeting. If a visit is not possible, please drop us a line and *be sure to include a mailing address!*

1912-1923

In mid-August Dr. H. J. MacLeod, O.B.E. '16, Head of the Department of Electrical Engineering at UBC, was a visitor to the campus and seemed to be enjoying himself. He and Mrs. MacLeod (who was Helen Montgomery '14) reside at 1529 Western Crescent, Vancouver. . . . Members of the class of 1919 will learn with great regret of the death on July 15 of William Melvin Fleming, B.S.A., M.S.A. (UBC), who had been on the staff of the Dominion Experimental Station at Summerland, B.C., since 1925. He is survived by his wife, a son, and three daughters.

. . . Not many days ago Associate Professor Ralph Rutherford '19, '20 brought in a classmate in the person of Dr. Stanley Wershof who also seemed to be savoring the atmosphere. His address is 1645 Grand Concourse, New York 52, N.Y. . . . My next note is one of inquiry: Does anyone know the whereabouts of R. H. C. Page '23? An accountant, he *was* in Toronto. Bob Baker '24 of Dryden, New York, would like to know—and so should I!

With only the addition of the "years," here is another generous letter from Freda Smith Mudiman '26, Blairmore, Alberta, a regular, loyal correspondent:

"I was fortunate enough to be able to spend a few days at the Banff School this summer. I enjoyed it very much and one of the pleasantest things about it was seeing a number of the graduates there.

"Kathie Barclay '26 was interested in the French classes. Aylmer Leismer '26, '29 was taking a Short Story course in between service with the Air Force and returning to his duties at Crescent High, Calgary.

"Belle Beveridge '22 and Hilda Hobbs '24 were holidaying in the Park. They teach in Calgary. Isabel Landels '30, '42 was also there on holiday. She teaches in Lethbridge. Muriel Gratz '24 teaches in Banff, but was away.

"I heard that Wilda Blow '21 was in the Park but did not see her. Helen Beny Gibson '24, Ross '29, and their three charming children had a cabin there. Helen was brushing up on her painting which had been neglected for fifteen years. In spite of this, she had six of her pictures hung in the exhibit.

"Betty Mitchell attended the Theatre Conference. She, Helen, and I had been Freshettes together in 1920. So we attended a Theatre Night and saw Helen's young daughter take a part in the play, "The Rainmaker," written by Gwen Pharis Ringwood '34. How the years roll around!

"I had a card this week from Ruth Becker Hughes '25. She is with UNRRA. The card was sent from Belgium.

"You will be preparing for another term. I'm glad Pembina is to be used again. I felt sorry for the girls who missed life in Residence. Such an important part of University training.

"Did you read the article by Dr. Alexander in *The Queens Quarterly* lately?"

1928-1938

An old friend who appeared recently fresh from overseas service with the Engineers was (Major) Paddy Bowman M.B.E. '28 (c/o CPR, Lethbridge). He remarked that returning on the same ship were these men who were at Varsity in his time: Lieut.-Col. Schroeder, RCAMC, Major Reg. Hart, RCAMC, and Capt. Andy Hawreliak, RCEME. . . . It was only in June, but it seems an age since George Haythorne '30, '32, Box 49, Billings Bridge, Ottawa, Ont., was in for a very pleasant chat. . . I am indebted to Florence Sloane of Victoria for news of Mrs. Donald Naylor

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and ideas—
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(née Margaret Sloane '30). With two small daughters she lives at Ascot Drive, R.R. 4, Victoria, her husband Capt. Naylor being in the Northland in command of a Mackenzie River steamship. . . . An Englishman who found England chilly, Stanley Johnson '34, '37, strayed into the office recently glad to be in "civvies" again. In Winnipeg he had seen an old friend, H. A. H. Wallace '35, who is concerned with rust research there. . . . Another member of '34 (he also acquired an M.Eng. degree from McGill in '36) F/L J. L. Pidoux was around not long ago. He expects to be associated with the Dominion Bridge Co. at Montreal. . . . Two members of '35 who visited the University recently were F/O J. W. Chalmers (intending to go to Stanford for P.G. work) and H. B. Rogers who is a pedagogue at Red Deer. . . . Dr. R. E. Carlyle '35, '37 writes from Connaught Laboratories, University of Toronto, as follows, "Alberta grads are continually turning up. . . . Just lately I saw Capt. A. H. Dickson '35 of the Adjutant-General's branch of the army in Ottawa." . . . Another Ph.D., Lieut. J. Grant Armstrong '35, '39, a nutrition expert, did not find himself a square peg in a round hole when he joined up; he wrote from Camp Borden Military Hospital where he is messing officer (home address Banff, Alberta).

1939-1944

A recent visitor in the office was J. Tindale Madill '39. J. T. later acquired his degree of S.M. from Massachusetts Institute of Technology and thence went to the Saguenay Transmission Co. He and Mrs. Madill live at 857 5th St., Arvida, P.Q. She was Mary McLaughlin '39. . . . Two members of 1940 home from the wars are F/O Elwood Stringam (ex-prisoner of war) now planning P.G. work in the U.S., and Major Jack Washburn wearing a wound-stripe earned in Italy in 1944. . . . Another pair of "vets" representing 1941 are E. D. Wilson and Bob Reikie, who hopes to go on with his medical course. . . . Also a home-comer, but going to the University of Michigan for a refresher is Capt. Jack Neilson '41 who careered through Holland with a dental van. . . . Those magic words (to the Treasurer), "please find enclosed," began a brief note from A/LA and Mrs. Louise G. Grimble. It came from 82 John St., Gananoque, Ont., but the home address for this alumni couple is 11632 96th St., Edmonton.

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Louis was civil '42 and Dorothy (née Stanley) was Arts '42. . . . On August 28 Jack Reynolds (8 Cdn. Fd. Signals R.C.E.) had very little hope of leaving [Holland] before next summer, but recent decisions may, we hope, bring him home before then. He writes, "I came back from leave in Paris via the Ardennes with Major Templeton Hugill '39, '40. Capt. Jimmy Donald '41 was there at the same time looking very fit. Our O.C. is Major C. E. White M.B.E. '27. Our adjutant for most of our field service was Capt. Don Livingstone '39, and our I.O. is Lieut. M. O. Rollefson M.C. '41. Just the other day I was on leave with Lieut. Jim Kidd '42. He is on the staff of 8 Bde., 3 Division, and I think is up for a captaincy. . . . The bulk of the crowd above will be back next year so you'd better start strengthening the furniture." . . . Away back in June Gerrie Cope '43 wrote from 25 Royal Crest Apts., Willington Crescent, Winnipeg. Said she, "I have been struggling along in the field of dietetics and for the past year and a half have been dietitian in charge of food production at the Hudson's Bay Store here." Miss Cope also enquired as to whether there were many U of A alumni listed as living in Winnipeg, and I fear her enquiry has gone unanswered. Are there others interested in reviving the branch there? If so, why not? At the first opportunity we'll scan the files. . . . "I seem to be the only Alberta alumna in Washington to get *The New Trail*," says J. Kent Hutchison '44, "so it goes the rounds. Washington heat is upon us here (June), and we shall swelter until November. What with the heat, no meat, and no cigarettes, it's going to be

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awfully good to spend six weeks in Canada—what am I saying, it would be 'super' under any circumstances." Miss Hutchison's address is c/o Department of Finance (Canada), 1205 15 St. N.W., Washington, D.C.

In closing, may I urge alumni readers to provide more grist for this mill. We watch the Edmonton papers, but often there are items in other papers which are missed. Another point: How about lending your copy of *The New Trail* to another alumnus with a hint that he or she add a name to the mailing list? I am quite sure the Treasurer would want me to make this suggestion. 'Bye for now.

Yours,

GEOFF.

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